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INSITE. FOURTH ANNUAL REPORT TO THE FORD FOUNDATION (JULY 1, 1966-JUNE 30, 1967). PART I, COORDINATOR'S SUMMARY, EVALUATION OF RESIDENT TEACHERS, LIAISON CONFERENCES, SIMULATION, GRADUATE STUDIES, ORIENTATION SEMINAR, 1966-67 EXPENDITURES, PUBLICATIONS.

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Descriptors-*CLINICAL EXPERIENCE, ELEMENTARY SCHOOL TEACHERS, GRADUATE STUDY, PRESERVICE EDUCATION, SECONDARY SCHOOL TEACHERS, *SIMULATION, STUDENT SEMINARS, STUDENT TEACHERS, *TEACHER EDUCATION CURRICULUM, TEACHER EVALUATION, TEACHER EXPERIENCE, TEACHER IMPROVEMENT, *TEACHER INTERNS, TEACHER ORIENTATION, TEACHING TECHNIQUES, TRAINING TECHNIQUES

Identifiers-Acroclinical Semester, *Insite, Instructional Systems in Teacher Education

This 1st part of a 4-part report of the 3rd year of the Instructional Systems in Teacher Education (Insite) Project is introduced by Insite's coordinator and executive director, Arthur H. Rice. General descriptions of the program and special reports by staff members are included. Described are the characteristics of resident teachers, responsibilities and functions of cooperating school personnel, and simulation. Special reports include "Interviews with Returning Elementary Resident Teachers," by Edward G. Buffie; "Interviews with Returning Secondary Resident Teachers," by R. Bruce McQuigg; "The Insite Orientation Seminar for Resident Teaching," by Jean York; "An Innovation in Graduate Studies: A Special Course for Resident Teachers Following Their Internship," by Vernon H. Smith; "Districts Represented by Liaison" and "Publications and Public Relations," by Rice. Also included are the resident teacher evaluation form; questions for individual interviews; a report of Insite expenditures through June 30, 1967; excerpts from "Improvements of Teacher Education," an address by Rice; a reprint of "Indiana Finds New Teachers Respond to New Training," an article by Rice which appeared in NATION'S SCHOOLS, plus news releases summarizing liaison conferences. Related documents are SP 001 557, SP 001 684, SP 001 685; SP 001 686. (SG)

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INSITE

Instructional Systems in Teacher Education
Indiana University Bloomington, Indiana

Fourth Annual Report
to the Ford Foundation

July 1, 1966 - June 30, 1967

Part I

Coordinator's Summary
Evaluation of Resident Teachers
Liaison Conferences
Simulation
Graduate Studies
Orientation Seminar
1966-67 Expenditures
Publications

SP001683
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SP001683

TRANSMITTAL

This is the report to the Ford Foundation from Instructional Systems in Teacher Education for the third fiscal year, extending from July 1, 1966 to July 1, 1967, and for the interim from July 1, 1967 to June 1, 1968. Subsequent reports await decision as to the budget and period of operation for the INSITE project to take effect July 1, 1968.

Because it contains the interim report, Part I has been published subsequent to the previous preparation and distribution of Parts II, III, IV, and V. A table of contents for Part I appears on the following page.

Part II of this total report deals primarily with enrollment and records, counseling, resident teaching, the seminar on the implications of the social sciences, the seminar on the role of humanities, and the story of the creative arts workshop. Part II is a description of the program and activities of the elementary division of the acroclinical semester, and Part IV describes similar information about the secondary division of the acroclinical semester.

Part V is a master's thesis written by one of the members of the faculty for the creative arts workshop. It describes the INSITE experiment in the teaching of creative arts methods to elementary teachers.

A detailed table of contents appears as a first page of each of the five parts.

This entire documentation has been prepared by the various members of the professional staff for INSITE, under the general direction of the coordinator.

Arthur H. Rice
Coordinator and Executive Officer

Fourth Annual Report to the Ford Foundation

Part I

LOOKING BACK AND LOOKING AHEAD

EVALUATION OF RESIDENT TEACHERS

GETTING THE PERSPECTIVE

CONFERENCES FOR LIAISON

IMPROVEMENT IN TEACHER EDUCATION

PUBLICATIONS AND PUBLIC RELATIONS

Reported by Dr. Arthur H. Rice, Executive Coordinator

THE ORIENTATION SEMINAR

Reported by Dr. Jean York, Associate Director

BLOCK OF GRADUATE STUDIES

Reported by Dr. Vern Smith, Moderator

1966-67 EXPENDITURES

Reported by I.U. Foundation

SIMULATION IN THE ACROCLINICAL SEMESTER

INTERVIEWS WITH RESIDENT TEACHERS

Reported by Insite Staff

LOOKING BACK AND LOOKING AHEAD

Have you ever traveled to another land about which you had dreamed and where you thought things were going to be different? But when you got there, you found that things were not so different as you had expected! It was not until you took time to look at things more minutely and to make comparisons that things became different.

This analogy compares with or illustrates somewhat the situation now, as we look back over nearly five years of the Insite program. The environment has changed, new things are growing or evolving, and unexplored lands just over the horizon are beckoning.

HIGH POINTS OF THE JOURNEY

We have now arrived at two of the high points of the entire journey, i.e., the experiment of integrating methods with practice teaching, and the somewhat different approach to internship in our project known as "resident teaching."

During the 1966-67 fiscal year approximately one hundred students in the Insite group experienced a semester of what we have termed the acroclinical semester, and now more than eighty of this group will be earning graduate credit, and a beginning salary as well, as resident teachers (interns) in twenty-one cooperating districts in several midwestern states and Hawaii, during either the first or second semester of 1967-68.

EFFECTIVE AND DIFFERENT

We have many reasons to believe that Insite's preparation of these teachers for their resident teaching has been effective, as well as being different. The students themselves have told us so. The faculty members involved in this preparation have similar convictions, and preliminary reports already received from those who have hired these students as interns verified these assumptions. The students seem better prepared, they have more poise, and a higher professional attitude.

However, these beliefs remain to be verified by whatever evaluation method and techniques can be utilized in the remaining two years of the total program.

OBSERVATIONS VOLUNTEERED

The annual report for the fourth fiscal year differs from previous reports in that conclusions, opinions, and interpretations are volunteered by those who make the reports, in addition to accurate descriptions of what was done, and by whom, where, and why. It seemed to us that some observations by people who were or are directly involved in the program are desirable, especially since the farther away we get from prior activities the less clear is our memory. This same rationale accounts for the nature of this report, in which I look back over the total program to date.

FIVE SEPARATE UNITS

A table of contents showing the manner in which this report has been organized into five units appears on the following page.

Fourth Annual Report to the Ford Foundation

Part 1

Section One	COORDINATOR'S SUMMARY, EVALUATIONS, LIAISON CONFERENCES, SIMULATION. Reported by Dr. Arthur H. Rice, Executive Coordinator
Section Two	THE ORIENTATION SEMINAR. Reported by Dr. Jean York
Section Three	GRADUATE STUDIES. Reported by Dr. Vern Smith
Section Four	1966-67 EXPENDITURES. Reported by I.U. Foundation
Publications:	FOUR YEARS OF INSITE; INSITE IN ACTION

Part II

Section One	STUDENT ENROLLMENT AND RECORDS, COUNSELING, RESIDENT TEACHING PLACEMENT. Reported by Dr. John R. Beck
Section Two	RESIDENT TEACHING. Reported by Dr. R. Bruce McQuigg
Section Three	THE SEMINAR ON THE IMPLICATIONS OF THE SOCIAL SCIENCES. Reported by Dr. Paul Hines
Section Four	THE SEMINAR ON THE ROLE OF THE HUMANITIES. Reported by Dr. Guy Hubbard
Section Five	THE CREATIVE ARTS WORKSHOP. Reported by Dr. Mary Rouse

Part III

Section One	THE ACROCLINICAL SEMESTER: ELEMENTARY DIVISION. Reported by Dr. Edward G. Buffie

Part IV

Section One	THE ACROCLINICAL SEMESTER: SECONDARY DIVISION. Reported by Dr. R. Bruce McQuigg

Part V

Section One	SUPPLEMENTARY: An Experiment in Teaching Creative Arts Methods to Elementary Teachers. A master's thesis by Jane Wesley

The preceding table of contents shows how our annual report for the fiscal year July 1, 1966 through June 30, 1967 has been prepared in five separate units. The reasons for this are two-fold:

The total program of this project includes several major activities, each one related to the other, but at the same time having significance or interest for others in and of itself. For example, the Creative Arts Workshop for elementary teachers is truly an innovation for which there is much interest throughout the nation, as an effective method of preparing individuals for teaching the elementary grades. Our experience with three different versions or sequences of the workshop was the subject of a master's thesis by one of the individuals who served as a member of the faculty for this workshop.

In addition to an analysis and report by the individual who directed the workshop, we have published in a separate unit a master's thesis based entirely upon the content, theory, and practice developed for and in this sequence of workshops. By publishing this as a separate unit, we have made it available to individuals who are especially interested in this development in teacher education, and at the same time we are including in the files of our annual report a comprehensive story of this experiment (which in itself is a complete achievement).

Likewise, we have organized in Parts Two, Three, and Four reports of other major activities which in themselves are complete units. For example, Part Two describes the activities associated with our resident teaching (internship) program. Part Three deals with activities and judgments related to our acroclinical program for the elementary group, and Part Four with similar facts and observations for the acroclinical semester for our secondary group. Here again, each of these reports is available in separate form for individuals specifically interested in this phase of our program. Thus, we serve the members of the profession with information about our program without the greater cost of giving them a complete copy of our report, and with the convenience of communicating only the facts about the phase of this program which particularly interests them.

A second reason for submitting this annual report in five parts is the fact that we were ready and able to prepare and distribute these four major parts of the report without waiting for the overview and analysis by the executive coordinator, who has been ill. However, it was possible for the executive coordinator to direct the preparation of, as well as to edit, all four of these parts that have already been produced during the time that he was convalescing from his illness. In this way, the major portions of the report have been prepared and distributed without being delayed longer for the full attention of the executive coordinator.

It will be evident that this report also is being written by the executive coordinator, Dr. Arthur H. Rice,. And so I will continue this report by writing in the first person.

REPORTS UP TO PRESENT TIME

It seemed logical and appropriate to me to continue my report up to the time that it is being written, rather than to date it back to the end of the previous fiscal year.

This part of the report, consequently, will include all facts pertinent to the previous fiscal year and will identify them as such, but will also carry information as to the status of the program at this time. There is still another reason for bringing this general overview up to date, i.e., the fact that this project is officially scheduled to end on September 30, 1968. This might call for another annual report at the end of the fiscal year 1967-68 and certainly will require it insofar as expenditures are concerned. However, permission has been granted by the Ford Foundation for the balance of the funds to be carried over into activities to continue until June 30, 1969. These activities should be a continuation of the resident teaching program and other innovations in the Insite student's schedule for the graduate or fifth year. It may be more logical for a report of activities between this date and September 30 to be prepared on or about September 30, 1968, rather than to be coupled with the financial report that would be presented at the close of the fiscal year, June 30, 1968.

TWO ADDITIONAL PUBLICATIONS

There is even one other reason for submitting Part One of the annual report at this time. We wanted to include in it two publications that may become an essential part of this story. The first one is a fact pamphlet entitled "Four Years of Insite." Because of the great amount of interest that has been expressed in this program and the requests for information that have come to us from many sources, this pamphlet was prepared economically for wide distribution throughout the country to more than two thousand individuals or institutions whom we believe are concerned with teacher education.

Also, we wanted to include in this report a sequel to the pamphlet on "Four Years of Insite," which has required considerable time to be prepared and published. It is entitled "Insite in Action." This pictorial story also is being distributed nationwide to the same individuals who will receive the earlier publication, "Four Years of Insite." We believe that these two publications have an appropriate place in Part One of our annual report, because they will review highlights of previous reports and will bring to the Foundation a graphic portrayal of the many ways in which this project is truly an action program, as the pictures and captions portray. Rather than attempt a verbal review of the past five years from which conclusions will later be expressed, I am including these two publications at this particular point in my report.

A perusal of these will serve as background information upon which I now look at the situation as it is at this time.

THE BIG QUESTIONS

At the very start of my relationships to this project as its executive coordinator (in January, 1964), the first big question was: "How are we going to know that this experiment has produced results?" "How are we going to measure what it proposes to do?"

Let's keep in mind that its purpose as stated in the grant was "to strengthen teacher education."

A "NO COMPARISONS" PROGRAM

There was one group in the faculty of the School of Education who argued that we must follow the usual research routine of setting up "control" situations. Presumably, whatever we tried to do with the experimental program could be counterbalanced in some way with a "control" group and comparisons made between what happens with both groups. This is a naive explanation, but it is sufficient for this argument. The other group argued that this is a developmental program and if we were to compare it with control groups, the program would have to be defined, its purposes fixed, and no changes or variations permitted. And others believed that setting up controls would imply that traditional methods are undesirable or ineffective, and comparisons would be odious to many of the faculty who would be needed as participants in the experimental program. The "no comparisons" group argument won out, but with the mutual agreement that each progress or change within the developmental program should be evaluated step by step. Thus, the processes of evaluation have played an important role throughout the program.

RESEARCH APPOINTMENT RELINQUISHED

The hypothetical budget established for this project a research expert as a major member of the professional staff. Although the coordinator and his staff associates sought throughout the first two years to have such an individual added to the staff, this appointment did not materialize for reasons beyond the staff's control. At the end of the third year of the project, the acting dean and the executive coordinator concluded that it was not feasible to appropriate any more money for research activities that seemed to be only indirectly related to the underlying purposes of the project. However, they continued the effort to find and establish some valid ways to obtain judgments concerning the entire project.

Of course, during eachphase or step of the program, the customary methods of evaluation were employed; namely, that of getting responses or obtaining the opinions of both the students and the faculty and any others involved in the particular or specific project. These, of course, have been a part of all of our annual reports.

BEST MEASURE OF SUCCESS

We are now encouraged and, in fact, excited about what we believe is going to be a realistic method of evaluation through what we term the "living evidence."

During the school year of September 1967 to June 1968, eighty-seven students who have been enrolled in the Insite program for the entire accelerated four-year schedule are or will be "resident teachers" in twenty-one different school districts in the midwest and Hawaii. They are the living evidence of the effectiveness of ineffectiveness of the entire experimental program. How they succeed or do not succeed as "interns" will be the real measure of success for Insite. Their record as new teachers in these twenty-one districts also will enable us to trace back over their entire teacher preparation experience for those factors that have contributed most to their successful training and preparation for the teaching profession.

I would like to share with readers now the "First Impressions" from these twenty-one districts regarding our first resident teachers, and then describe in greater detail the comprehensive evaluation pattern that is now in operation. *

As described elsewhere in the chapter on placement and resident teaching, Insite is represented in each of these cooperating school districts by one or two individuals who act as liaisons. The following note was sent to these liaisons:

> "Dear Liaison:
>
> "We are not looking for bouquets, but we do need some help.
>
> "We now face the planning of budget, staff and other activities of the Insite program for next year. We need to know just what you, and the others who are working with you in helping or supervising the resident teacher, think about our resident teacher(s) in comparison with other beginning teachers whom you have had an opportunity to observe under comparative circumstances.
>
> "Several of you have told us that the resident teacher shows certain characteristics that may have developed from the unique kinds of experiences he had in his teacher preparation work here, particularly because of his orientation during the summer sessions and because of the acroclinical semester in which methods and practice teaching were integrated, with a very generous opportunity to utilize audio-visual materials. There may be other characteristics of the resident teacher that have developed from his undergraduate preparation in the Insite program as, for example, the Creative Arts Workshop where elementary teachers learn to combine music, art, and rhythm and teaching techniques for the elementary grades, and also the series of three seminars on the implications of other disciplines, namely, social sciences, natural sciences, and the humanities.

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* Inasmuch as this report is being written at the close of the first half of the academic year 1967-68, it seems logical to include this recent information.

"It is true that the more intensive evaluation that we are proposing, and for which forms and other suggestions will be sent to you soon, will give us eventually a rather valid picture of the qualifications of the resident teacher. However, these criteria have been prepared by us, and may or may not reflect the same values or judgments that you or your co-workers use in judging the merit or lack of merit of this beginning teacher.

"I am tempted to suggest a number of areas in which you might make observations, but I think it would be better if we left it entirely to you to describe the characteristics that you and your colleagues have observed without our attempting to suggest the criteria.

"Please be assured that these observations of yours will not be identified directly with the individuals, nor will they be used in any other way except to give us a general impression at this time of the characteristics of the entire group of resident teachers that are now in the field.

"We will be deeply grateful to you for these observations and for your understanding of why they are needed at this time. A convenient reply form is enclosed."

Within the accelerated undergraduate program for Insite students, several objectives were stressed even above others, such as: (1) a sense of professional pride or responsibility, (2) an ability to put into practice numerous methods of teaching to provide for individual differences among pupils, (3) a practical knowledge of all forms of educational media, and (4) a mature and helpful attitude toward all the different people with whom a teacher must come into contact.

A study of these "First Impressions" revealed that these very characteristics were among those most frequently singled out for comment. Most often mentioned were the following: the friendly and cooperative attitude which the Insite resident teachers demonstrated toward faculty and administration, the ability to utilize a wide variety of teaching techniques (including regular and effective use of teaching aids, such as audio-visual materials), a sense of responsibility and duty toward the profession in general and this assignment in particular, and an obvious and vital enthusiasm for teaching. Many of the resident teachers were observed to possess a self-assurance, poise, and professional bearing seldom demonstrated by regular beginning teachers.

FIRST IMPRESSIONS ABOUT RESIDENT TEACHERS

This "First Impressions" report was compiled by Mrs. Jane Jaffe, Insite editor, from unstructured statements made by representatives of each school district in which one or more resident teachers served an internship for one semester. As the letter to the liaison shows, Insite asked for these "First Impressions" so that it might learn what characteristics of the resident teachers stood out most significantly, whether favorable or unfavorable. As the letter also shows, no specific questions were asked of the liaisons, so their comments are entirely spontaneous.

Characteristic	Number of times mentioned in single evaluations of 38 resident teachers

Friendly and cooperative attitude toward faculty and administrators . . . 17

> "She became a very important part of the faculty quickly. She found out where she was needed and quickly took the positions."
>
> "She has been friendly and understanding both with pupils and fellow teachers."

Practices a variety of teaching techniques; ability to make use of teaching aids; originality and creativity 17

> "The tend to utilize more audio-visual materials and other supplementary materials than the average teacher seems to want to attempt."
>
> "She had a greater depth in methodology than the normal beginning teacher would have. She appeared to know more about classroom techniques, about varying class activities for achieving different classroom objectives."
>
> "Visits to her classroom by her principal and assistant superintendent revealed teaching techniques that are found rarely among veteran teachers."

Sense of responsibility and duty; punctuality, attendance 16

> "They are very conscientious and want to be sure to follow school policies, to please . . ."

Characteristic . . . No. of times

> "(She) is a very successful, hardworking beginning teacher. She arrives early to school and often has been the last one to leave in the evenings."

Enthusiasm for teaching 15

> "The resident teachers show real desire and enthusiasm. It seems that they just can't wait to get started."

Teaching ability; ability to motivate pupils; classroom management . . . 14

> "He exhibited a thorough knowledge of subject matter content and imparted this knowledge on a junior high school level of understanding."

Self-assurance, poise, and professional bearing; proper personal appearance 12

> "She just seemed more mature and self-confident than the average beginning teacher."

Knowledge of subject matter 10

> "She is knowledgeable in her subject field and prepares her lessons well in advance with the touch of a professional."

Good relationship with parents of pupils 9

> "She showed maturity in her relations with parents."
>
> "Good professional relations with staff, children, and parents."

Ability to anticipate problems and to ask questions when in doubt; and to accept and benefit from help 7

> "She was ready to ask questions when in doubt about a subject and was not shy or hesitant in any way."
>
> "She expressed a great desire to work with our master primary teacher."

Characteristic	No. of times
Flexibility; adaptibility to whatever situations might arise	7

> "Insite teachers are not dismayed by the less than perfect classroom, or the atypical child, or the unusual happening."
>
> "She takes things in stride just like an experienced teacher."
>
> "They are able to adapt and improvise with less wasted motion than most beginning teachers."

Difficulty with pupils from low socio-economic groups; low ability pupils. 5

> "Some difficulty was encountered in meeting problems with students of lower ability levels. This was particularly true where students had a low reading level."

Interest in and participation in school activities; extra-curricular participation 4

> "Her interest in all the school's activities was greater than other beginning teachers. She attended everything!"

Understanding of individual differences among pupils 4

> "She had an excellent grasp of how to plan her instruction and then was able to make use of these plans for the benefit of the class as a whole and for each student as an individual. Her ability to evaluate her program and each student was outstanding."

Ability to recognize weaknesses and make necessary adjustments 2

> "She has been quick to recognize her areas of weakness and to make adjustments of correction."

Ability to look at long-range objectives and plan accordingly 1

INSITE

RESPONSIBILITIES AND FUNCTIONS OF COOPERATING SCHOOL PERSONNEL

As a result of last semester's experience with the resident teachers, we have decided it might be helpful to review the responsibilities and functions of the school personnel who will be working with the Insite program. We have found that two general categories of people are essential if the Insite resident teaching program is to run smoothly. One of these is the liaison representative and the other is the cooperating faculty member.

LIAISON PERSON

The liaison person is the official representative of the district in dealing with the Insite program. Insite's understanding with cooperating school districts who employed resident teachers was to the effect that the superintendent of each district would name one or more liaison persons who would represent him and the district in all dealings with the Insite program. All plans and policies were to be cleared through or approved by the district's liaison person. In addition, this person is responsible for providing feedback to Insite through participation in the liaison conferences and a number of other procedures. In the schools, this person is to provide for:

1. The interviewing and selection of resident teachers.
2. Notification of the resident teacher's placement (prior to June 1).
3. Provision of materials for the summer orientation (prior to June 1).
4. Formal evaluation of the resident teacher for the placement office. (The latter statement becomes an official part of the student file which is sent to potential employing school systems.)
5. The general organization and administration of the Insite program in the schools.

The people who have served this function in the past have been central office personnel--the superintendent, assistant superintendent, the director of elementary education, the director of personnel and people with similar responsibilities.

COOPERATING FACULTY

Because it is often difficult if not impossible for the central office personnel to maintain reasonable contact with the resident teachers in the schools, it has been suggested that cooperating faculty be appointed to maintain close contact with the resident teacher. It is the responsibility of these individuals to:

1. Review weekly plans with the resident teacher.
2. Review journal entries with the resident teacher and to suggest possible hypotheses that might be tested in relation to the journal.
3. Review the self-evaluation form which is filled out by the resident teacher at least once a month in order to help him select some areas of performance that could be enhanced and to determine whether or not he is moving in the direction of improvement.
4. Serve as a sounding board for the resident teacher--i.e., to emphasize alternative teaching strategies, offer suggestions with respect to materials and to be available for consultation on a varieity of problems and issues.

We have already mentioned one form of evaluation--the evaluation which is made by the liaison person and which becomes a part of the resident teacher's permanent file. It is also important that an evaluation be made with respect to the Insite program. In order to achieve this, we suggest that someone in the school provide an evaluation of the resident teacher and compare his performance with that of the usual beginning teacher. While the liaison person is also responsible for this activity, it seem appropriate that the actual evaluation be made by the cooperating faculty because the cooperating faculty members have a greater opportunity to observe and evaluate the performance of the Insite teacher. Since this evaluation does not become a part of the student's credentials, it should pose no threat to the resident teacher to have the cooperating faculty perform this function and it should not interfere with the cooperating faculty member's attempts at evaluation.

The designation of the cooperating faculty member varies with the level of the school program. At the elementary level, the cooperating faculty member is usually the elementary principal. In some schools, however, it is the team leader or a colleague teacher who is designated as the cooperating faculty member. At the secondary level, the department head is usually designated to serve in this capacity. However, it might also be the building principal or assistant principal, the subject area coordinator within the school, or a colleague teacher. The important thing is not who is designated by the school to serve this function, but that the person who is designated accept the seriousness of the responsibilities and carry them out to the best of his ability.

INSITE

RESIDENT TEACHING EVALUATION FORM

To the Evaluator:

The items which follow are provided as guides for evaluating resident teacher performance.

We realize all items may not apply to the experiences of every resident teacher, but it is hoped that most items will relate to some facet of each resident teacher's performance. This form does not become a part of the resident teacher's credentials.

A five-point scale has been selected to allow for a graduated range of performance characteristics for each resident teacher. Response categories are explained below:

5. Performance clearly outstanding for a beginning teacher.
4. Performance better than average for a beginning teacher.
3. Performance equal to that of the average beginning teacher.
2. Performance below average for a beginning teacher.
1. Performance clearly unsatisfactory for a beginning teacher.

NA The item is not applicable for the person being evaluated either because the resident teacher was not presented a reasonable opportunity for demonstrating capacity in this area or because the evaluator has no evidence concerning this characteristic or capacity.

Resident Teacher________________________ School________________________

Evaluator: Name________________________ Position________________________

The ratings below are based upon the following:

Number of observations made____. Number of conferences held____.

Number of weekly plans examined____. Number of times the journal was examined____.

Specify other bases and the number of each________________________

____.

If ratings were made in concert with others, list their positions____________

____.

INSTRUCTIONS: Under each item, encircle the appropriate symbol: If you wish to qualify the item in any way, please feel free to make a qualifying statement in the blank space after the item.

THE RATING FOR THE ENTIRE GROUP (48) APPEARS IN PARENTHESIS FOLLOWING EACH ITEM.

FOR A BEGINNING TEACHER PERFORMANCE IS:

	Clearly Outstdg. 5	Above Avg. 4	Avg. 3	Below Avg. 2	Clearly Unsat. 1	Not App. NA
PLANNING FOR INSTRUCTION						
1. Develops long range plans which include behavioral objectives for his pupils and himself	(19) 5	(21) 4	(8) 3	2	1	NA
2. Establishes behavioral objectives for short term teaching sessions	(16) 5	(22) 4	(9) 3	(1) 2	1	NA
3. Separates large units of work into smaller, manageable teaching sessions	(13) 5	(24) 4	(10) 3	(1) 2	1	NA
4. Can write simple and concise plans for single lessons and short term teaching periods	(16) 5	(20) 4	(8) 3	(1) 2	1	(3) NA
5. Accounts for the use of textual and supplementary materials in his weekly plans	(10) 5	(23) 4	(10) 3	2	(1) 1	(4) NA

	Clearly Outstdg.	Above Avg.	Avg.	Below Avg.	Clearly Unsat.	Not App.
6. Plans for the use of audio-visual media for introducing, clarifying or summarizing his lessons	(13) 5	(21) 4	(12) 3	2	1	(2) NA
7. Utilizes cooperative teacher-pupil planning in establishing goals and instructional procedures	(12) 5	(20) 4	(9) 3	2	1	(7) NA
8. Plans with reference to a sequence and continuity appropriate for his pupils and his classes	(14) 5	(22) 4	(11) 3	(1) 2	1	NA
9. Utilizes a feedback system which allows evaluation data to influence planning of instructional procedures	(7) 5	(22) 4	(9) 3	(1) 2	1	(9) NA
10. Utilizes behavioral and academic information found in cumulative records in the development of teaching plans for individual students and small learning groups	(9) 5	(18) 4	(14) 3	(1) 2	1	(6) NA

MANAGEMENT OF INSTRUCTION

11. Has developed a goal oriented system of classroom management	(8) 5	(23) 4	(13) 3	(1) 2	1	(3) NA
12. Knows and understands the substantive material he is expected to teach in his classes	(17) 5	(20) 4	(8) 3	(1) 2	1	(2) NA
13. Establishes objectives and expectations which are in keeping with the developmental level of his pupils	(14) 5	(22) 4	(10) 3	(2) 2	1	NA
14. Maintains a climate favorable for experiment in the classroom. Encourages the formation and testing of hypotheses relevant to learning situations	(18) 5	(20) 4	(6) 3	(1) 2	1	(3) NA
15. Recognizes the need for and appropriate time for re-teaching	(12) 5	(20) 4	(12) 3	(2) 2	1	(2) NA
16. Modifies plans and activities when evidence suggests they are untimely or inappropriate	(12) 5	(23) 4	(10) 3	(1) 2	1	(2) NA

	Clearly Outstdg.	Above Avg.	Avg.	Below Avg.	Clearly Unsat.	Not App.
17. Makes use of the leadership capacities of students in the solution of classroom management problems	(11) 5	(14) 4	(13) 3	(4) 2	1	(6) NA
18. Encourages pupils to question, discuss and offer suggestions concerning the purposes and methods attached to learning experiences	(16) 5	(16) 4	(10) 3	2	1	(6) NA
19. Has developed instructional techniques which allow him to move from "center stage," freeing him to work with individual pupils when need arises	(8) 5	(20) 4	(11) 3	(3) 2	1	(6) NA
20. Knows when to direct learning, when to assist in its development, and when to counsel or advise so that it will take place naturally	(6) 5	(22) 4	(13) 3	(2) 2	(1) 1	(4) NA
21. Gives directions, interprets and explains in ways which are adequate to the needs of his pupils	(16) 5	(19) 4	(9) 3	(2) 2	(1) 1	(1) NA
22. Integrates textual, library and audio-visual material into a set of varied learning experiences for pupils	(15) 5	(20) 4	(11) 3	2	1	(2) NA
23. Uses the instructional techniques which combine the practices of grouping, providing "open ended" learning opportunities, and prescribing individualized learning activities and exercises	(9) 5	(20) 4	(8) 3	(2) 2	1	(9) NA

EVALUATION OF LEARNING AND INSTRUCTION

	Clearly Outstdg.	Above Avg.	Avg.	Below Avg.	Clearly Unsat.	Not App.
24. Uses a variety of evaluation techniques--e.g., oral quizzes, behavioral observation, discussion, problem solving activities, short quizzes, formal examinations	(13) 5	(22) 4	(10) 3	2	1	(3) NA
25. Interprets evaluation data accurately. Understands performance indices of standardized tests and can apply central tendency measures to "homemade" evaluation devices	(6) 5	(23) 4	(6) 3	2	1	(13) NA

	Clearly Outstdg.	Above Avg.	Avg.	Below Avg.	Clearly Unsat.	Not App.
26. Incorporates objective (impersonal) measures as well as subjective (personal) measures in the assessment and analysis of pupil performance	(10) 5	(22) 4	(12) 3	2	1	(4) NA
27. Translates evaluation data into terms and suggestions which are helpful to pupils	(9) 5	(21) 4	(8) 3	(1) 2	1	(9) NA
28. Can use evaluation data of pupil performance as a base for analyzing his own instructional planning and techniques	(9) 5	(20) 4	(7) 3	2	1	(12) NA
29. Can recognize when the behavioral objectives of a particular learning experience have been met	(9) 5	(23) 4	(9) 3	(1) 2	1	(6) NA
30. Can change an instructional process when the behavioral outcomes do not measure up to the aims of the objective	(11) 5	(22) 4	(8) 3	(2) 2	1	(5) NA
INTERPERSONAL RELATIONS (PUPILS)						
31. Has gained the confidence and respect of his pupils	(26) 5	(14) 4	(6) 3	(2) 2	1	NA
32. Understands the philosophy of his school with respect to student discipline	(18) 5	(18) 4	(8) 3	(2) 2	1	(1) NA
33. Is able to deal effectively with a variety of behavioral problems	(8) 5	(20) 4	(11) 3	(6) 2	(1) 1	(2) NA
34. Has developed a capacity for determining when negative behavior should be ignored and when it should be redirected	(11) 5	(21) 4	(9) 3	(5) 2	(1) 1	(1) NA
PROFESSIONAL COLLEAGUES						
35. Has related well with other members of the teaching and service staff of the school	(26) 5	(13) 4	(7) 3	2	1	(2) NA
36. Accepts and benefits from the counsel of more mature and experienced colleagues	(25) 5	(14) 4	(7) 3	(2) 2	1	NA

	Clearly Outstdg.	Above Avg.	Avg.	Below Avg.	Clearly Unsat.	Not App.
37. Can assess teaching-learning problems insightfully, recognizing when there is need for colleague consultation, advice or referral action	(17) 5	(20) 4	(5) 3	(4) 2	1	(2) NA
38. Makes use of consultation and advice when it is provided with reference to a unique or complex learning problem	(17) 5	(24) 4	(5) 3	(2) 2	1	NA

PARENTS AND COMMUNITY

	Clearly Outstdg.	Above Avg.	Avg.	Below Avg.	Clearly Unsat.	Not App.
39. Has presented himself to parents as a professional deserving of their confidence and support	(19) 5	(17) 4	(7) 3	2	1	(5) NA
40. Has behaved personally and professionally in keeping with normal community expectations for teachers	(24) 5	(19) 4	(4) 3	2	1	(1) NA

COMMENTS: Please feel free to insert any additional comments you may have about the resident teacher you have observed. Use the space below and on the back of this sheet for this purpose.

MEANS FOR COMBINED RATINGS DELEGATED TO 27 ELEMENTARY AND 21 SECONDARY RESIDENT TEACHERS BY SUPERVISORY PERSONNEL FOR INSITE.

Percentage of Performance rated CLEARLY OUTSTANDING	28.4
Percentage of Performance rated ABOVE AVERAGE	41.9
Percentage of Performance rated AVERAGE	18.9
Percentage of Performance rated BELOW AVERAGE	2.6
Percentage of Performance rated CLEARLY UNSATISFACTORY	.3
Percentage of Performance designated NOT APPLICABLE	7.9
TOTALS ---	100.00

INTERVIEWS WITH RETURNING ELEMENTARY RESIDENT TEACHERS

Reported by Dr. Edward G. Buffie

The following comments represent a summation of my subjective evaluation of the students' comments regarding Part III of the interview. The objective part of the interview - Parts I, II, and IV - are discussed in the latter part of this report.

Many arrangements were used with respect to the supervision of our elementary resident teachers: approximately one-fourth were assigned to teams, some were supervised by elementary consultants or supervisors (particularly in large school districts), the majority were probably supervised and aided by the elementary school principal, and some were helped by "buddy teachers." Generally the feedback and assistance provided our neophyte teachers in the field could be categorized in one of three ways. In the majority of cases they received considerable assistance. Weekly plans were reviewed, various hypotheses were suggested as appropriate.

In too many cases, though certainly not true for the majority, a noncommitment was made, i.e.,"that looks fine, you're coming along ok,"etc. In a few cases the situation was handled on a laissez-faire basis, i.e.," see me if you have any questions." It was obvious from our discussions that the latter type of arrangement was much too loose and informal. Noncommittal statements are not very satisfactory either for students who are used to having considerable emphasis placed upon performance evaluation.

From my observations, it is quite apparent that resident teachers working in team teaching situations seem to benefit by far in terms of both quantity and quality of the supervisory assistance received. Depending upon the elementary school principal and his background, this also proved to be a most effective form of supervision for the most part although there were marked exceptions to this.

There Was A Difference

With regard to their treatment in comparison to other beginning teachers, most Insite students reported that there was a difference, although they were not quite certain of the degree or nature of the difference.

Some formal evaluation was carried on during the first semester. Such were usually related to formal visitations or observations by administrative or supervisory personnel in the local district. This help was not nearly as extensive as the students had hoped or had wished for. Local evaluation forms and techniques were applied in the usual manner, depending upon local school policy. In most instances this was done but one time, and so it did not really provide much feedback to the students regarding their performance. In most instances this feedback occurred as a result of professional field personnel reacting to the weekly plans and journal entries of our resident teachers. This was done on a regular basis with approximately three-fourths of our resident teachers. In two or three cases there was no feedback whatsoever by the supervisory people in the field. This occurred despite the fact that it was very clear as to what their responsibility was in working with the Insite students or resident teachers in their schools.

Interestingly enough, no resident teacher reported any inconsistency regarding philosophy - expectations - values (from the University School environment to that of the resident teaching assignment). In a few instances curriculum guides and/or other written statements provided definitive guidelines with respect to what was expected of neophyte teachers. The focus there in the field, as well as at the University School, was upon inquiry, discovery, and problem solving. Creativity and heavy learning involvement were valued as were effective questioning on the part of the teacher, wide use of instructional resources, and strategies for providing for individual differences. While there was no pressure to do otherwise from administrative or supervisory personnel in the field, several comments were made regarding subtle pressures from "other teachers." There was, admittedly in relatively few cases, a strong implication that good teaching consisted of lecturing, directing, assigning, and, in general, attempting to "finish the book" and to keep "on schedule."

Suggestions and Recommendations

Among the many suggestions and recommendations made by our resident teachers were the following: (1) They would have appreciated earlier contact with children , (2) More emphasis should be placed upon the teaching of reading, helping slow learners, and providing for individual differences. Interestingly enough, our resident teachers did not seem to be particularly concerned with their ability to diagnose learning difficulties, their lack of knowledge regarding professional negotiations, their lack of knowledge regarding such educational innovations as team teaching, nongraded schools, etc. Some students were still concerned regarding classroom discipline and planning but these few were definitely in the minority. Most elementary teachers felt that they were very competent in terms of both their planning skills and ability to organize and manage a classroom successfully. Another strong point that was made was the fact that Insite resident teachers want a measuring stick. They want their performance to be evaluated so that concrete suggestions can be made for improvement and professional growth. This was seriously lacking.

As a result of their contacts with other beginning teachers in the field as well as fellow students here on campus, if there is any difference between the Insite trained teacher and others, it might be in some depth in respect to the following points: (1) Insite students seem to have a much stronger commitment to teaching and appear very, very sensitive as to how difficult it really is to become an effective elementary teacher, (2) Insite students tend to feel a much greater sense of frustration as this may relate to their ability to motivate slow learners or the culturally deprived or to provide effectively for the wide range of abilities which they have found within their classrooms, (3) Insite students tend to be more inquiry oriented and as a result ask many, many more questions of their colleagues and administrators, (4) Insite students have a very positive attitude toward their professional study and work in the School of Education and in the university at large. The personal interest of the faculty, particularly during the elementary Acroclinical Semester, and the removal of grade pressure were very much appreciated by our students as well as a faculty concern regarding the relevance of their work with potential teachers.

Please refer to the accompanying chart as you read my comments below regarding Parts I, II, and IV. Although the statistics speak for themselves, I do feel that some observations are appropriate.

Part One. The relationship between the responses to question A-2 and A-3 is quite interesting. On the one hand, our students appear to be quite satisfied with respect to their responses to 2. They feel adequately prepared and in many instances very well prepared in terms of their academic preparation. The relationship between the undergraduate program and their teaching task that followed (student teaching and resident teaching) was not always as clear. This was particularly true with respect to the language arts.

Part Three. With respect to their professional study component, resident teachers felt extremely well prepared in the areas of planning, organization, and various molds of presentation (inquiry, explanatory, etc.). The one area in which they do not feel nearly as competent relates to their ability to provide effectively for individual differences. Incidentally, our elementary Acroclinical faculty also recognized that this has been one aspect of the program that has been short changed somewhat as a result of the great compression in the Insite program. Item 2 regarding the contribution of P280 is interesting because of the comparatively large number of no responses. This was just perhaps a need to spend more time correlating P280 with the professional study, simulation, and field experience components. An interesting observation regarding the third question is the fact that the audio-visual emphasis and methods instruction actually received a more positive response than student teaching. This is most unusual indeed! Students concur with the faculty that the use of program materials regarding standardized testing in the elementary school was not nearly as valuable as we had once hoped it would be. Somewhat discouraging is the response of students to question number four regarding the contribution of the orientation seminars of last summer. That these were not considered to be very advantageous, from the students advantage point, it is all too obvious.

Part Four. Again the statistics speak pretty well for themselves. Of particular interest here is the large number of no responses to the Creative Arts Workshop category.

QUESTIONS FOR INDIVIDUAL INTERVIEWS

A schedule of questions to be used in individual interviews with each returning resident teacher was prepared by the staff. The schedule was distributed to both elementary and secondary teachers who had returned to the campus in February 1968, following their fall term as resident teachers. Students were required as to fill in written responses wherever indicated.

The interview questions were the same for elementary and secondary except for Part I. Because of the difference in their academic preparation, secondary majors had both academic majors and minors, it was necessary to use a different format for this group.

The interview was not limited to these questions, but this schedule with its provisions for written responses provided a good many answers that could be tabulated. The oral interview with Dr. Buffie and Dr. McQuigg covered what ever relative topics students desired to discuss.

Included in the following pages is a reproduction of the interview questionnaire including elementary group of questions for Part I.

Part I-Elementary

Please complete the items by making the appropriate responses

I. Undergraduate Preparation
  A. Subject matter of academic disciplines
    1. What was your area of academic specialization? (Be specific--e.g., language arts, focus on literature)

       ____

    2. Indicate how you felt about your academic preparation, placing the appropriate numeral after each of the subjects below. (3. very well prepared - 2. adequately prepared- 1. less than adequately prepared)

       Science (including health)________
       Math ________
       Social Studies (history, geography, etc.) ________
       Arts (music, art, physical education, etc.) ________
       Language Arts (literature, reading composition, linguistics) ________

    3. Indicate how you felt about the relationship between your under-graduate program and your teaching tasks by placing the appropriate numeral after each of the subjects below (3. the relationship was clear; the preparation "made sense" - 2. the academic program was adequately related to teaching - 1. the relationship between much of my academic preparation and my teaching was not clear)

       Science (including health) ________
       Math ________
       Social Studies (history, geography, etc.) ________
       Arts (music, art, physical education, etc.) ________
       Language Arts (literature, reading, composition, linguistics) ________

Part II

Professional Education Sequence

1. Indicate the contribution of the total professional (education) sequence to your role as a teacher in the following areas by marking 3 = an important contribution, 2 = some contribution, 1 = little contribution:
   a. Motivation strategies ____
   b. Planning and organization ____
   c. Knowledge of resources ____
   d. Strategies for providing for individual differences ____
   e. Evaluation and diagnosis ____
   f. Various modes of presentation (discovery, lecture) ____

2. Indicate the contribution of P280 to the following using the same rating as shown above (1, 2, and 3):

a. Knowledge of children ____
b. Knowledge of how children learn ____
c. Knowledge of social dynamics ____
d. Knowledge of teacher-pupil interaction ____

3. Indicate the contribution of the following aspects of the acroclinical semester to your role as a teacher, using the same rating as shown above:

a. Student teaching ____
b. Methods ____
c. Taping of student teaching performance ____
d. Audio-visual emphases ____
e. Evaluation ____
f. Simulation ____
g. Programmed materials and standardized testing ____
(elementary only)

4. Indicate the contribution of the Orientation Seminar to your ability to teach the following (elementary students check all; secondary students check major subject):

a. Language arts ____
b. Math ____
c. Science ____
d. Social studies ____
e. Arts ____

5. Indicate how you felt about the counseling provided by the Insite office by checking the appropriate place below:

The counseling was of great help. ____
The counseling was of some help. ____
The counseling was of little help. ____

Part III General

Please write your answer to each of the following questions on a separate sheet of paper (provided by us). Identify each question at the top of the paper and sign your name to each sheet. For example:
Question I A-1 answered by ________________(your name)
Begin the answer to the second question, I A-2, on a new sheet of paper and identify it in the same manner as Question I A-1.

I. Field Assistance

- A. What was the nature and extent of the help you received in the field as a neophyte teacher?
  1. Were you treated differently from other beginning teachers in your school system? If so, in what way?
  2. Did the school system provide an orientation for you in the fall? If so, what was this like? In what way was it valuable? Was it the same as that for other beginning teachers?
  3. What help was afforded by your cooperating faculty member? Did he meet with you regularly? How regularly? What was the nature of your discussion? Were his reactions helpful? Did you discuss weekly plans? Journal entries? With what results?

4. Were classroom observations made? By whom? Were you provided with feedback as a result of these? Did the suggested follow up activities help to improve your performance?
5. What other kind of help was provided?
6. Was the evaluation questionnaire sent out in January used for self-evaluation purposes? If so, how?

B. What were the strengths and weaknesses of the supervision which was provided? What suggestions do you have for the improvement of the supervision?

II. Resident Teaching

A. What is your feeling about the placement process--i.e., the way in which arrangements were made with the schools to provide for the resident teaching experience? Is there any aspect of placement that could have been improved?

B. If a full year of resident teaching were required as part of your undergraduate-graduate training, would this appeal to you?

C. If you were getting paid for a full year of resident teaching at a reduced rate, say three-fourths, to two-thirds of what you were paid per semester, would it still appeal to you? If you were to receive additional graduate credit for the resident teaching or had the opportunity of earning additional credit through seminars and courses, would it be more or less appealing?

D. If the resident teaching program were to be revised, what other changes would you like to see made?

III. First-Year Teachers

A. Did you come into contact with other first-year teachers within the building, and if so, under what circumstances? How about outside the building?

B. On the basis of these contacts, what three or four major areas of concern can you identify?

C. Did these first-year teachers' areas of concern seem to be different from your own and other Insite teachers you may have known? Describe the similarities and the differences.

D. Could you single out any way in which your treatment as a resident teacher was distinctively different from that afforded other beginning teachers? Was this a helpful difference?

IV. Graduate Preparation

A. How well did your experiences as a participant in the orientation seminar prepare you for your role as a resident teacher? How was this accomplished?
1. What were the strengths of the orientation seminar?
2. What were its weaknesses?
3. What were your suggestions for improvement?

4. Did you have your teaching assignment prior to the beginning of the seminar?
5. Did you receive materials from the school in which you would be teaching in time to utilize them in the seminar?

V. Undergraduate Preparation

A. Please give examples of academic work which provided maximum contributions to your teaching, and explain how they did.

B. What recommendations do you have for strengthening the academic preparation of prospective teachers in your major teaching area?

C. Please give examples of professional course work which provided maximum contributions to your teaching, and explain how they did.

D. What recommendations do you have for strengthening the professional preparation for prospective teachers?

VI. Some Additional Questions

A. How did resident teaching experience differ from student teaching? How was it similar to student teaching? Did you see a clear relationship between the two? Do you think it is necessary to have both?

B. Do you think the program such as that you went through with Insite would be practical as a method of training a large number of teachers? What revision would you suggest in order to make it applicable to larger numbers?

C. Did you feel under pressure because of the accelerated pace of the Insite program? Was this particularly true of the summer sessions?

D. Did you find the instruments which were made available to you for self-evaluation useful? Did you make use of them? How could either the instruments or the recommendations for using them be made more useful to resident teachers?

E. Are there any comments about the resident teaching program, first-year teachers, the Insite program, or teacher education in general that you would like to make?

Part IV - Seminars and Workshop

I. Indicate your feeling about the values you obtained either as a teacher or as a person from each of the seminars or the workshop by placing the appropriate numeral after each. (3. made a considerable contribution to my personal set of values - 2. made some contribution to my personal set of values - 1. made little contribution to my personal set of values.)

Natural Science Seminar ____
Comments:
Social Science Seminar ____
Comments:

Humanities Seminar ____
Comments:

To be answered by elementary students only.

Creative Arts Workshop Seminar _____

2. Indicate the extent to which the seminars or workshop contributed to your fund of knowledge by placing the appropriate numeral after each of the seminars below (3. made an important contribution - 2. made some contribution - 1. made little contribution)

Natural Science Seminar ____
Social Studies Seminar ____
Humanities Seminar ____
To be answered by elementary students only.
Creative Arts Workshop ____

INTERVIEWS WITH RETURNING SECONDARY RESIDENT TEACHERS

Reported by Dr. R. Bruce McQuigg

During the second semester those students who had done their resident teaching in the fall and who were back on campus continuing their master's degree program were given an interview form to fill out prior to coming into the office for an extended interview with one of the associate coordinators. A copy of the questionnaire or interview form is attached to this report. After the interviewer had a chance to read through the student's answers to the questions he then sat down with the student in an attempt to pull out highlights from the form itself and to seek additional information about the student's experience in the schools. This interview lasted approximately one hour and much of the dialogue was recorded and transcribed and has become a part of the permanent record of the Insite project.

Following are some generalizations and highlights based on both the written form and the interview conducted with the experienced resident teacher:

1. I was impressed with this group's level of perception regarding their teaching. They looked at the experience more objectively and more analytically than other beginning teachers I have known. As a group they were frustrated by lack of success in some areas. This is due largely to the fact that they had high expectations and high levels of performance set for themselves.

2. The group received a cordial reception from the faculty they joined in the fall. This cordial reception included many offers of help and assistance which was greatly appreciated by the resident teacher. However, in the fall the assignment of resident

teachers to most of the buildings did not reach a high enough development in terms of specific assignments, that is, the immediate supervisor: the person who was to check plans, journal entries, etc. was often not determined until very late in the semester, if at all. Consequently, many of the offers of help resident teachers did receive were of a more general or even personal nature, rather than any sophisticated assistance on teaching technique within their subject area. Most of the students agreed that the department head, if one existed, is the logical person to serve as their cooperating teacher in the secondary schools. This is dependent upon whether or not he has been given ample time to provide this kind of special help to the beginning teacher. There will always be some difficulty in some secondary schools getting the right kinds of help for the individual teacher. For example, one resident teacher who taught Russian in a large high school was the only Russian teacher in the building and one of two in the entire system. Therefore, it was difficult to assign (within his building) a person who could give him much help in the teaching of Russian. The same thing applies to other cases in the foreign languages, Spanish and French as examples, in the various junior high schools in which some of our resident teachers taught.

3. The resident teaching journal proved to be effective according to the returning resident teachers in learning to take an objective look at what they were doing and how well it was succeeding. The interview helped to point out the fact that we need to be more flexible in the use of the journal in that some hypotheses cannot be established and tested on a weekly basis. We need to develop means of allowing a longer period of time for some hypotheses to be investigated and we need to add the dimension of a case study of a

student or several students in depth as a part of the journal. This will be accomplished during the orientation meetings this summer for the resident teachers for next year.

4. In general the students felt very well prepared in their major subject area. Few of them felt adequately prepared in their minor area. In all cases the students felt that they had had a solid student teaching experience at the University School which gave them a good background in order to start teaching in the fall.

5. As a group the students indicated that they would have liked to have been observed while teaching more frequently than they were. This is not an unusual reaction from either student teachers or beginning teachers. They are suspicious of being evaluated on a basis of very few in-class observations. I feel that the novice tends to overemphasize the importance of in-class observations. Many experienced school people can do a thorough job of evaluating a teacher's performance without sitting in on a great many of his classes. However, the resident teachers had a natural reaction to the fact that the observer often times came into the class for a very few minutes, left before the class was over and consequently did not allow for any immediate feedback other than a "pat on the back," so to speak, which said "you are doing fine, keep up the good work." In communications with the cooperating school districts this summer we will attempt to emphasize the fact that our resident teachers look for and desire feedback of a very specific nature from the observer. They want suggestions for improvement in areas in which they need to improve. They are not satisfied with the general comment "you are doing a fine job, keep up the work."

6. Some resident teachers were able to save (out of their full salary as a beginning teacher) as much as $1200 during the fall semester and consequently came back to the university able to pay for their spring semester and their summer session work, which means, in one way, that they financed almost their entire master's degree program with the use of resident teaching salary. The largest single factor in whether the student was able to save much money appeared to be whether he purchased an automobile.

MAJOR DIFFICULTIES

The resident teachers pointed out several major difficulties in their beginning teacher experience.

1. Perhaps the most difficult aspect of their experience was working with the slow reader or the non-reader. As secondary teachers with limited training in the teaching of reading, they did not know what to do with the student who could not read the following day's assignment. To say that this difficulty is a characteristic of the Insite student would be extremely naive. I feel that it is a characteristic of most secondary teachers.

2. Related to the previous statement, is the difficulty of working with the unmotivated student. This is a student who hates school, does not see school in relationship to his future plans, if any, and who is not interested in doing assignments given by the teacher. The resident teachers in the Insite project, being college bound themselves for most of their public school career, had difficulty in understanding this lack of interest in school on the part of these unmotivated pupils and the usual difficulty in knowing what to do about it.

3. As new teachers, the resident teachers were "tested" by their pupils. Pupils knew, of course, that they were beginning teachers and there may be something to be said that this item should not be listed under their area of difficulties but rather in a list which would represent "things to be expected." The reason it is listed under difficulties is that this testing of the novice distracts from the work the novice hoped to accomplish within the classroom.

4. Students who taught in the fall and came back to campus in the spring found the adjustment to the campus a rather difficult one. Many of them pointed out that as teachers they were young adults with some responsibility and authority and coming back to being one of 27,500 college students was a change in role which they found difficult.

ORIENTATION SEMESTER

In general, the resident teachers found the orientation program conducted during the summer previous to their teaching semester to be effective in terms of allowing preplanning and getting acquainted with the materials they were to use in the schools. Very little else of the orientation work was deemed of major help. This will be taken into account and the orientation work in the summer of 1968 will emphasize the preplanning aspect to the exclusion of some other elements which might be included.

FUTURE PLANS

Resident teachers from the fall semester indicated a wide range of job interests for next year. They do not automatically return to the school in which resident teaching was done. Several have indicated that they wish to teach in an inner-city school and have taken jobs in Detroit and Milwaukee, asking for inner-city high school assignments. Interestingly, some of these inner-city requests are made over the objection of parents who feel the youngster should teach in a "nice" school. Plans involving the young men are determined to a certain degree upon their service obligation. Plans for some of the young women are determined by marriage plans, as well as the service obligations of the young men they are to marry. Several resident teachers have an opportunity to study in the Soviet Union and France this summer and still another will be entering the training for Peace Corps work in Malaysia. Still others feel that they want to see some of the rest of the country (other than the midwest with which they are familiar) and the western states will be employing some of them next year.

Though the statistics are not definite as yet, I feel that the resident teacher who is in the school system during the spring semester has a better opportunity to remain in that school system the following year than the resident teacher who is there in the fall. If the resident teacher is present during contract negotiations and contract offerings for the following year and if he is doing a good job, he will be offered the job for the following fall. Some school personnel hesitate to offer the job to the fall resident teacher even if he is very good until they have a chance to take a look at the resident teacher coming out for the spring semester.

THE KIND OF HELP WANTED

The resident teacher in the secondary schools wants to know that help is readily available as they seek it. They are not so concerned that help be offered whether it is sought or not. This may be a part of the young adult's desire to be independent. It does mean that the kind of supervisory person assigned to the resident teacher needs to be chosen with care. He needs to offer assistance without appearing that assistance is necessarily needed at all times. He needs to encourage the young teacher to seek his advice and counsel without always offering his unsolicited advice and counsel.

STRENGTHS AND WEAKNESSES

On the evaluation form the resident teachers rated the highest on the last two items, both of which deal with "presenting himself as a professional competent teacher" and "behaving in a professional manner in keeping with the expectations of the community." Though none of the items on the evaluation form pointed out overwhelming weaknesses perhaps these last two help point out overwhelming strength of this particular group (data as to the exact ratings achieved by the group on the evaluation form are presented elsewhere in this report).

One final observation. For many years people in teacher education have been concerned with screening out those students who should not become teachers. I am sympathetic with this concern but wish to point out that some of the students who taught during the fall semester blossomed on the job. One might have been tempted to encourage some of them to seek another career other than teaching at the age of eighteen. Their performance on the job at the age of twenty-one demonstrated what poor advice that would have been. Perhaps this is something the profession is going to have to live with. There is so much change between the age of eighteen and twenty-one that the person who presumes to say early in the college career of the prospective teacher that a particular person will "never make a teacher" is assuming more responsibility for the career direction of a young adult than I feel able to do.

DISTRICTS REPRESENTED BY LIASION

Reported by Dr. Arthur H. Rice

The success of the resident teaching program has been partly due to genuine cooperation from the liason in each district.

Part of the uniqueness of this program is the manner in which contact is established and maintained between the Insite office and the cooperating districts. There are no contracts of any kind except, of course, the teaching contract for the student as a beginning teacher.

Variety of Patterns Suggest a Model

The general plan is that each district develops its own ways of being of help to the beginning teacher. It is expected that these various patterns of assistance to the resident teacher will suggest ideas for a model. Nevertheless, the liason have put into operation the suggestions and requests from the Insite office for the evaluation of the intern and for the other requirements of the program, such as the keeping of the journal and the development of lesson plans. In each of the cooperating districts, the superintendent appointed one individual representing the elementary division and one representing the secondary division, if the district has secondary schools, who became the district's representative(s) in all contacts with the Insite office. Communications that may be intended for others in the district, such as the building principals, are also cleared through the liason, so that the latter is at all times informed of the total procedure.

It is through the counsel and advice of the liason that many things have been developed that have contributed to the improvement of our resident teaching efforts. The liason is contacted always by the Insite representatives who call on the resident teachers, and also by our general consultant, Dr. Gene Rex.

One of the high points of this relationship has been the conferences held either on the Bloomington campus for the southern group or at Valparaiso for the northern group, at which liason and staff exchange ideas and develop policies. The most recent of these conferences was held in Bloomington for the entire group of liason, since in this case an added feature was possible only on the Bloomington campus. This added feature was the arrangement whereby each resident teacher for next year was introduced to the liason from his district, and in many cases to the principal of the building in which the resident teacher actually will teach. For these individual conferences, materials were brought from the district to be used by the student during his orientation work during the summer session. This was a "first" in our program and was appreciated both by the representatives from the district and by the students.

Conference Highlights

The next several pages are news releases summarizing the key points of the liason conference with the southern group held on the Bloomington campus February 27, and a similar conference held by the northern group held in Valparaiso on February 29. Included also is a presentation, "Getting the Perspective," to both conferences by the executive coordinator.

Excerpts from

GETTING THE PERSPECTIVE

From a taped presentation

by Arthur H. Rice, executive coordinator, Insite

At this time it might be appropriate to ask the questions" "What do we really expect to accomplish with this resident teaching project?" What outcomes do we anticipate? What achievements do we hope for? What outcomes do we desire? What values do we expect to find?

Traditionally, one would look to the description of the entire Insite project for a rationale on internship. But the proposal to the Ford Foundation was quite unique. It did not argue; it offered very little rationale. Instead, it listed about twenty assumptions or assertions pertaining to teacher education concerning which we ought to try to find some basis of truth or untruth. The proposal was that the grant be established for experimentation and research concerning these assumptions. The Ford Foundation agreed, and then made this five-year grant which now enters its last fifteen months.

Out of those twenty assumptions or proposals seven or eight were selected for major study and experimentation. Two of those are now getting major consideration. The first is an attempt to combine the teaching of methods with the actual experience of practice teaching. This is what we call our Acroclinical Semester. It was conducted during the past year and will be repeated for other groups in the 1967-68 school year.

The other major concern is "internship" or what we now call "resident teaching." Really, resident teaching is looked upon as a package project during the graduate or fifth year of teacher preparation. The first phase of the package was the "orientation" this summer for the internship. Then comes the internship itself. The third phase is "follow-up" when the students come back to the campus.

Uniquely, then, we are not obligated to prove any theory or any hypothesis with regard to internship. Our purpose (yours and Insite) is to put into practice a program of internship to observe its strength and weaknesses, and to report what we observe, and by invitation from the School of Education at I.U. to make recommendations to it with regard to what we have observed or concluded.

This means that while you especially will be occupied with the operational aspects of supervising, helping, and guiding the intern, you will also have the opportunity and the responsibility to observe the many aspects of the internship program in terms of what it means, or can mean, or should mean to your district and to the teaching profession. It will be our function here at I.U. to participate in these observations with you and, as much as possible, help to coordinate the fact-finding and observation procedures. Other participants in this program will tell you more about this aspect.

Another unique feature of this internship program is that the project itself has not and will not attempt to set up a pattern or model program. We do have some activities for the intern as a universal characteristic.

of his work upon which we must base our evaluation of his efforts, and one of the purposes of this conference is to discuss these activities, one of which we call the "journal." Its purpose primarily is to help the individual to observe his own problems and experiences and to record them in such manner that he can share them with others when he comes back to the campus, and so that he can discuss them with those who are in a position to help him.

Our advisory committee of superintendents advocated unanamiously that each cooperating district establish its own program of special assistance and consideration for new teachers, and for interns, and that each district record and evaluate its program in such manner that it can share its experiences with the other districts. In other words, Insite through this resident teaching provides a clearinghouse for all cooperating districts with regard to ways in which the new or beginning teacher, and in our case the resident teacher, can be helped.

Philosophically, this gives us an opportunity to do what many educators are now saying must be done by the district itself, namely, to take over greater responsibility for the preparation of the teacher and particularly for internship on the graduate level. This means that we will have to arrive at some understanding or procedures by which the district represented by the liaison will put on paper or otherwise describe and record its program of working with the intern and the beginning teacher, so that these activities and results can be recorded and reported collectively by Insite and made available to all of the cooperating districts. Some uniform ways in which this can be done are now being organized by our consultant and our staff, and will be brought to your attention soon.

Representatives Hear Returning Resident Teachers;
Discuss Evaluation Program at

SOUTHERN LIAISON CONFERENCE

Appreciation on behalf of the entire Insite staff for the cooperation received from all the liaison representatives and their respective school districts was expressed by Dr. Arthur H. Rice, executive coordinator of the Insite Project, at the opening program of the southern district liaison conference, Tuesday morning, February 27, 1968. School districts represented were Washington Township (Indianapolis), Perry Township (Indianapolis), and Bartholomew Consolidated Schools of Columbus, Indiana.

Dr. R. Bruce McQuigg, associate coordinator for secondary education, introduced a tape recording made voluntarily by fifteen resident teachers who had completed their one semester of internship in the fall term. On this tape they commented on relationships with the school district which helped them during their resident teaching experience and those which they felt required some improvement. The consensus was that they would have appreciated being observed more often and in a greater variety of classroom situations, these observations leading to more specific constructive criticism of their performance. Several of the resident teachers also suggested that the school district try to help the incoming resident teachers to find housing in the community, since during the first semester housing was very difficult to secure. Each of the interns, however, expressed his gratitude for the help that was offered by the school personnel, and several mentioned how much they had appreciated both having their own classrooms in which to work and having the freedom to try different methods of teaching. They all agreed that the experience was invaluable. Based upon some of the difficulties that the resident teachers encountered, both Insite staff members and liaison representatives agreed that Insite students should be given additional instruction concerning low-ability pupils.

Miss Dorothy Skeel then described the TEAM Project, another experimental program in teacher education, which has put to use some of the innovations developed through the Insite Project. Students participating in the TEAM Project are in their senior year of undergraduate studies. Methods courses are offered to TEAM students during the first semester of their senior year, during which the students are involved in teacher aide experiences. During the second semester of their senior year, the students do practice teaching in various public school systems throughout Indiana.

TEAM has been given the opportunity to utilize the Insite simulation materials in the form of recordings, slides, films, and mimeographed materials to recreate a community and its public schools, in order to provide a setting for the teacher aide experience and the methods courses. Decision-making situations such as disciplining, grading, and pass-failure problems are presented through simulation.

During the teacher aide semester, two mornings a week are spent in an elementary classroom in one of four local public schools. TEAM members are assigned to the teacher aides for supervision of their experience. Some of the students will remain in the same schools for their student teaching the following semester, while others will do their student teaching in various school districts throughout the state.

A limited number (not more than twenty-six) of these students will take the same orientation work as the Insite students and will follow through with the same other requirements of graduate study as specified for the Insite students. They will be available for resident teaching during the academic year 1968-69.

Dr. Vernon Smith, professor of education and moderator for Insite's innovations in graduate studies, then described the graduate block of studies offered after the resident teacher returns from his internship assignment. The program includes a schedule of guest speakers, directing their comments to topics relevant to the program of studies. Two major projects on which the students work include (1) a group project which focuses upon areas in which the students need improvement, and (2) an independent study topic undertaken by each student, examining both his own areas of weakness and those features of the program which might benefit from change.

After lunch, Dr. Rice introduced Dr. Gene Rex, Insite's consultant on internship, who has been associated with internship programs at Michigan State University for the past nine years and who is presently the coordinator of educational psychology there. He led a discussion of proposed processes and instruments of evaluation to be used in connection with the Insite resident teachers.

There are several reasons for the need for evaluation, said Dr. Rex. First, the resident teacher will have graduate class work on the campus to complete before he receives his master's degree; the evaluation should help to identify any additional training or course work which might be included in this graduate course block and which would be of benefit to the resident teacher. Second, while the resident teacher is not graded, as such, for his performance during the internship semester, fifteen credits of graduate work are attached to the experience; and it must be established that his performance was, at the very least, satisfactory. Third, the resident teaching experience serves as a substantial base for the recommendation statement which becomes part of the candidate's confidential file in the University's placement office. Finally, individual evaluations of students will ultimately provide evaluation data of the entire Insite program, which is needed to determine the effectiveness of the program itself.

At present, he said, there are three major evaluation instruments:

(1) The "General Impressions" paper, an unstructured statement which seeks to find out what those persons closest to the resident teacher think of him. Dr. Rex suggested that the cooperating faculty member, or "buddy teacher," write this statement, commenting primarily upon those traits which particularly stand out.

(2) The forty-item Insite evaluation, a highly structured instrument which attempts to touch upon every facet of the student's performance, both personal and professional. The building principal or department head will probably be most qualified to complete this form, since he knows the resident as a part of a working group for which he is responsible and his concern will probably focus upon specific teacher behavior.

(3) The comprehensive statement is the official credential file form and the one which is examined by every prospective employer, and like the "General Impressions," it is unstructured. Dr. Rex suggests that the liaison representatives, having been the first and probably the last person to speak with the resident teacher, be the individual to whom this important duty falls. The administrative individual is well acquainted with such instruments, since he must examine such statements prior to engaging the services of a new teacher; he can recognize potential, even in view of possible "first year" difficulties, and he is able to express the promise of this potential to a future employer. He should not hesitate to confer with other faculty members who have come into contact with the resident teacher, including the "buddy teacher" and the principal and/or department head. He should have the opportunity to make some comparative assessments of all interns assigned to the school system.

Others at the conference expressed the belief that selection of the person designated to complete the comprehensive statement should remain an administrative decision, to be decided upon finally by the school district.

Dr. McQuigg then discussed the planning of the second Orientation Seminar for Resident Teachers. The first seminar was held during the summer of 1967 and encountered some difficulties. The purpose of the seminar was, and will be, to provide as many school experiences as possible for the student before he leaves the campus. In order for him to have experience in planning, he must have the materials necessary and knowledge of his particular teaching assignment. Those students whose school districts made their assignments before the seminar began and sent the necessary materials found the seminar to be an extremely helpful experience. However, the students whose school districts were slower in making assignments and sending school materials were seriously handicapped and did not fully benefit from the course. Dr. McQuigg stressed the fact that placement of resident teachers for the next school year will be partially based upon the school districts' readiness to make teaching assignments early.

Dr. Arthur Brill will direct the seminar during the summer of 1968 and will be making visits to the different school districts to solicit ideas and suggestions for the course.

It was agreed by all in attendance that another meeting would be beneficial. One will be scheduled sometime in May, and newly participating principals will be invited to take part in the liaison conferences.

The members of the conference expressed the wish to have a copy of Insite's annual report to the Ford Foundation, so each district was given a set of the volumes now available (Parts Two, Three, and Four), plus an informational brochure entitled, "Four Years of Insite." Part One of the annual report will be off the press soon and will be sent to those school districts which, as yet, do not have the complete set.

JVJ/February 27, 1968

More Preparation for Inner-City Schools,
Say Participants at

NORTHERN LIAISON CONFERENCE

Requests by resident teachers for more observations and criticism was heard on a tape recording at the northern district liaison conference in Valparaiso, Indiana, Thursday, February 29, 1968. School districts represented were Michigan City, South Bend, La Grange Park (Illinois), Elkhart, Valparaiso, Wilmette (Illinois), Gary, LaGrange, Hammond, Fort Wayne, and Hinsdale (Illinois).

Perusal of the forty-item evaluation reports, said Dr. R. Bruce McQuigg, associate coordinator for secondary education, seems to indicate that it is easier for a resident teacher to receive a high rating if he is assigned to an upper socio-economic middle class community and school. Those resident teachers whose internships were served in a basically non-white neighborhood, in schools whose students were often only custodial cases and of generally low ability, received low ratings in some areas far more often than did those resident teachers assigned to areas more similar to those from which they had come.

The statement of this hypothesis led into a discussion of the preparation needed for beginning teachers to go into inner-city schools where such circumstances often exist. Several representatives offered the idea of intentionally putting "misfits" into one class with a resident teacher. As the placement program now stands, the resident teachers are fairly well matched, when possible, to their respective assignments, so that cultural differences do not present a significant problem. Other liaison persons objected to this suggestion, however, on the grounds that putting a new teacher into the most difficult situation possible during his first assignment might discourage even the most sturdy and enthusiastic novice if he is not prepared to handle such a situation.

The solution, it was agreed, seems to rest in better and more specialized preparation for teaching in inner-city schools. The problem of how to provide this preparation remains unsolved. In Bloomington, as in most small university towns, there is little opportunity to introduce education students to inner-city schools; and student teaching assignments are made with the hope and expectation, on the part of the School of Education, that the student teacher will succeed in his role. Therefore, a student teacher will not often be placed in an especially difficult situation. The hope was expressed that (1) eventually all education colleges will operate under the knowledge that individual students require different amounts and different kinds of student teaching experiences, and that (2) preparation for teaching in inner-city schools will be made a significant part of teacher education.

Concerning evaluation techniques, it was suggested that not only the resident teacher, but also the evaluator be required to fill out a form which will indicate his attitudes about teaching. This person's attitudes will have a great bearing upon the kind of rating he gives to a resident teacher. For example, a very conservative teacher might call an innovative resident teacher "unstructured," while the more innovative teacher would describe him as "creative."

It was announced by the Insite staff that a highly structured interview with the returning resident teachers will be conducted and should yield some valuable and detailed information concerning their experiences.

The Insite staff representatives requested early placement assignments for the coming school year, in view of some of the difficulties that surrounded the resident teachers whose assignments were made late for this school year.

At this point Dr. Edward G. Buffie, associate coordinator for elementary education, described the TEAM Project, adding to Dr. Skeel's report that participants plan to do research on the performances of their TEAM students. The TEAM staff will seek to determine whether there is any notable difference between the teaching performances of the Insite resident teachers and the TEAM resident teachers next year.

Dr. Gene Rex, consultant on internship for the Insite Project, then led a discussion of the proposed instruments and processes of evaluation, explaining the reasons for evaluation and the methods which he feels to be most effective. He emphatically suggested the use of conference-discussion prior to evaluation, so that all resource persons will have the opportunity to offer the information which they have acquired about the resident teacher.

The liaison representatives will be informed of the exact date of the next meeting as soon as it has been decided upon. This meeting will be scheduled for sometime in May.

JVJ/February 29, 1968

THE INSITE ORIENTATION SEMINAR FOR RESIDENT TEACHING

Reported by Dr. Jean York, Associate Director

The orientation seminar for the prospective eighty resident teachers in both the elementary and secondary groups was held during the summer of 1967 from June 27 to August 3. The class met on Tuesdays and Thursdays of each week from 3:05 to 5:00 p.m. for eleven meetings or twenty-two contact hours. For the majority of the students, it was the final contact before they would be employed in the schools as resident teachers.

The general pattern for the seminar was planned by an advisory committee composed of Dean Philip Peak (Dean of the Undergraduate Division of the School of Education), Dr. Edward G. Buffie (Associate Coordinator for Elementary Education), Dr. R. Bruce McQuigg (Associate Coordinator for Secondary Education), Dr. John R. Beck (Staff Associate), and Mrs. York (Associate Director of the Resident Teaching Seminar). These seminars were planned over a period of many weeks. At this time each member of the team reacted to the purposes for the seminar, to the kind of presentation which would best fit the objectives, and to the pacing of the assignments that the students were being asked to complete.

Seminar Planners Specify Goals for the Seminar

The team planning the seminar had four broad goals which they thought should be furthered during summer seminar. The first goal was to relate the students' academic experience and student teaching to their teaching tasks in the internship period. The second goal was to relate the experience of the internship to the graduate courses which would follow the internship. The third goal was to obtain feedback for the University concerning the students' attitudes toward teaching. The fourth goal was to provide a closer relationship between the University and the public schools which are cooperating in the Insite project by having the resident teachers in their school system.

It was believed that the seminar should include participation from the local districts in order to further the fourth goal of bringing a closer relationship between University and public school and to relate the students' academic experience and student teaching experience to their teaching tasks in the intern period.

The notes and materials from previous conferences held with the liaison officers from each of the public schools were analyzed. During this analysis it was found that local school districts were desirous of having the resident teachers aware of the various kinds of services offered by the central office. They further wished to have the resident teachers more knowledgeable about long-range planning, short-range planning, and wished to have the students to be more knowledgeable about classroom discipline and school law.

The members of the team who represented the University were desirous of obtaining feedback from the resident teachers concerning their attitudes toward teaching and were also desirous of relating the experience of the internship to the graduate courses which would follow.

Thus, it was decided that two modes or methods of instruction would be utilized. These two methods were the lecture method and the small group method. Lectures were planned to discuss topics wherein new knowledge was brought to the attention of the resident teachers. Small group activities were planned where the topic for discussion made it evident that participation was desirable.

Professional Assignment of Roles

It was decided by the team planning this seminar that Mrs. York would assume the task of introducing speakers, carrying on correspondence with the students who were off campus for the summer, keeping records, making an evaluation form for the seminar, and providing materials for the annual report. Drs. McQuigg and Buffie were assigned the task of recapping the earlier course work that the students had completed and explaining the Journal which the resident teachers would use as they were in the local school systems. It was their responsibility to plan the Journal, explain it to the resident teachers, and carry on the seminar meeting which was devoted to this task.

Summary of Insite Meetings

Tuesday, June 27 -- Orientation to course.
Thursday, June 29 -- The Child, Teacher, and Curriculum Development; The Child, Teacher, and Supervision.
Thursday, July 6 -- Special Services for Students; Psychologist, Sociologist, Medical.
Tuesday, July 11 -- Long-Range Planning and Integration of Academic Areas.
Thursday, July 13 -- Long-Range Planning.
Tuesday, July 18 -- The Journal.
Thursday, July 20 -- Planning for the First Two Weeks of School.
Tuesday, July 25 -- Pupil-Teacher Planning.
Thursday, July 27 -- School Law
Tuesday, August 1 -- Feedback on Weekly Planning
Thursday, August 3 -- Evaluation of Teacher's Assessment of Attitude.

Minutes were taken of each of the lecturer's speeches by Mrs. York, and these are included in this report. Copies were forwarded to Dr. Rice, Dean Peak, Dr. McQuigg, and Dr.Buffie a few days after each meeting.

Evaluation of the Seminar

An evaluation form for the seminar has been prepared by Mrs. York in which the students will have an opportunity to evaluate how effectively the four objectives of the course were met. The evaluation includes (1) their reaction to each of the speakers, (2) their reaction to the small group process, (3) evaluation of the written assignments on long-range planning and short-range planning, (4) and their evaluation of personal factors which may have affected the success of the summer orientation course for them.

Suggestions for Improvement of the Seminar

It was apparent during the summer semester that many of the students were laboring under a heavy academic load. This was evident as numerous students came for personal conferences with Mrs. York. They explained that they were carrying nine or ten hours of classes, and that they did not presently have time for the written assignments of the orientation seminar. A second factor that was quite evident was that despite the fact that the local school district wished the resident teacher to become knowledgeable about their school system and their school curriculum materials, one-third of the systems did not have the materials available for the resident teachers when the seminar began. At the mid-term point, there were still eight or nine students who did not have materials or teaching assignments from the local district. A third area of concern was the fact that the students who will be doing their resident teaching in the spring rather than in the fall were separated in time for such a long duration that the planning did not offer sufficient motivation. Fourth, eleven students were not on campus for the orientation; Dr. McQuigg, Dr. Buffie, Dean Peak, and Mrs. York designed assignments for them to be completed by mail. However, letters from these people indicated the very reason for their absence made it impossible for many of them to complete their assignments, i.e., vacation in Montreal, a vacation in New York, a trip abroad, or illness.

Another factor which should be considered for improvement of the seminar is the matter of space. Space was at such a premium in the building and on the entire campus that when group meetings were held, two and three groups had to meet in one room. As each of these groups attempted to function in such small quarters, it was difficult to hear and to obtain the kind of participation which warrants group work activity.

Lastly, it would appear that every resident teacher should have knowledge of the professional role he is to fulfill in the local school system before he enrolls in the seminar. Nine or ten of the resident teachers had no knowledge as to which grade level or subject area they were to teach. Hence, it was impossible for them to plan adequately and with motivation when they had neither knowledge of the role they were to play nor materials with which to work.

Conclusions

The effect of the summer orientation seminar for resident teachers cannot be evaluated until the students complete the evaluation form of the course and the superintendents and liaison people from the local districts react personally to members of the University staff as to the preparedness of these beginning teachers, compared to beginning teachers who have not had the Insite program and the summer orientation. One difficulty that must be recognized is that many of the participating school districts have one or two teachers in their system. It would be unfair to make an evaluation of all Insite teachers' capabilities or the success of the Insite program dependent upon the work of one or two teachers. Furthermore, the effectiveness of the teacher is affected by the placement of any teacher in a particular building. It is desirable to survey the attitude of principals and superintendents towards the performance of the Insite teachers; however, the data obtained must be analyzed with care.

Lastly, the students responses on the two forms of evaluation should serve as a meaningful tool in the analysis of the worth of the Orientation Seminar for Resident Teaching.

INSITE ORIENTATION SEMINAR FOR RESIDENT TEACHING
JUNE 27 - AUGUST 3, 1967

DATE	TOPIC	METHOD	INVOLVEMENT	MATERIALS	ASSIGNMENT
Tuesday June 27	1. Orientation to course 2. Assessment of student attitude 3. "Re-cap Acro-clinical semester	 Paper and Pencil Test Lecture	Mrs. York Mr. Buffie I.U.	 "Scale"	Pairs of students will pick-up manuals, and guides from local school system at the Insite Office, Room 109 "Skim" materials by July 11
Thursday June 29	The child, teacher, and Curriculum Development; The child, teacher, and Supervision (ACADEMIC)	Lecture	Mr. Reese Columbus, Indiana Mr. Bourchard LaDuc, Mo.		List questions this topic raises about your new school district.
Thursday July 6	Special Services for Students - Psychologist (PSYCHOLOGICAL) Guidance, Medical	3 Small Groups 30 Minutes Each	Mrs. Berez Bloom. Mr. Reisert I.U. Mr. Zehrbach I.U.		List questions this topic raises about your new school district.
Tuesday July 11	Long range planning and integration of academic areas	Re-cap background "What good teacher does." Integration-cognizance of school calendar	Mr. Buffie I.U. Mr. McQuigg I.U.		Assignment to be made on long range planning. Due July 18
Thursday July 13	Long range Planning	Small group Pairs of Students	 Mrs. York I.U.		Reminder: Long range planning Assignment due July 18. 2 Week plans due on July 25.

DATE	TOPIC	METHOD	INVOLVEMENT	MATERIALS	ASSIGNMENT
Tuesday July 18	Journal	Lecture	Mr. Buffie- I.U. Mr. McQuigg- I.U.		July 18 Long range planning Due Today
Thursday July 20	Planning for first 2-weeks of school Reading Grouping	Small Group	Mrs. Batchelor-Bloom. Mrs. York - I.U. Mr. Raisor-Mich.City Mr. Eiche-Wash. Twp. Mr. Jim Coad - LaGrange		Reminder: 2 weeks plans are Due July 25
Tuesday July 25	Discipline Classroom management Pupil Teacher Planning	Small Group	Mrs. Hudelson-Bloom. Mrs. Kinkle-Columbus Mr. Holmes-NewAlbany Mr. Evans-Wash. Twp.		2 weeks plans Due Today
Thursday July 27	School Law	Lecture	Mr. Jordan-I.U. Mr. Hunter-Perry Twp.		List questions this topic raises about your new school district
Tuesday August 1	Feedback on Weekly Planning	6 or 12 Small Groups Duplicate plans Discuss strengths	6 or 12 students make oral presentation		Turn in questions to be asked at the local level
Thursday August 3	Evaluation of Teachers Assessment of Attitude	Lecture Scale	Mr. Turner - I.U. Mrs. York - I.U.	"Scale"	Local Questions Will be returned.

PLANS FOR THE SECOND ORIENTATION SEMINAR

Seventy-five or more Insite students will be placed in resident teaching positions during the school year 1968-69, and most of them will be enrolled in our orientation seminar during the summer of 1968. These individuals will have received their teaching assignments by the middle of May, and will have an opportunity to visit with their future employers when liaison from the cooperating school districts meet on the campus in Bloomington for a two-day conference.

Profiting from an evaluation of the orientation seminar last summer, we will change the emphasis to concentrate more upon the study of materials (such as policies, guidelines and textbooks) supplied by the district and schedule less time for structured teaching. The students will also spend considerable time in studying the forty criteria upon which their work as a beginning teacher will be evaluated in the districts next year, and also studying how they may use this instrument for self evaluation during their resident teaching.

Resident teachers who served their internship during 1967-68 will be back on the campus this summer for their six-hour block of special graduate studies and they will participate in discussion groups with the orientation students who are preparing to follow them in the field as interns.

Moderator for the orientation seminar will be Arthur Brill, principal of the Elementary Division of the University Schools, where the Insite students have spent a semester in the methods-and-practice-teaching-integrated program known as the acroclinical semester. Thus, Mr. Brill is fully acquainted with the Insite program and has been a participant in its administration.

AN INNOVATION IN GRADUATE STUDIES

A special course for Resident Teachers following their internship
Reported by Dr. Vernon H. Smith, Moderator

A six-semester-hour graduate course in education identified as E590/S590 was designed for students in the graduate phase of the INSITE program. The course, an inter-divisional offering, is scheduled during the term following the resident semester of teaching. Thirty-three students, nineteen elementary and fourteen secondary, were enrolled in the course during the spring semester, 1968.

Planning the Course

Philip Peak, associate dean of the School of Education, suggested the following guidelines for planning the course: (1) to design a course relevant to the recent past experience (the resident teaching semester) and the future professional plans of the students, (2) to design a course of integrated educational studies (curriculum, instruction, measurement, and psychology), and (3) to design a course that might become part of the fifth-year program for other graduate students in the School of Education. Dean Peak made it clear that the team was free to plan and develop the course without further restrictions.

A faculty team of five was assigned to the class: two members from the Department of Educational Psychology of the Division of Social Foundations and Human Behavior, Richard Coop and Asghar Razavieh; one member from the Department of Secondary Education of the Division of Curriculum and Instruction, Vernon H. Smith; and two graduate assistants, one from each division, Carol Iskowich and Norman Dixon. Professors Harold Shane and Harold Spears were asked to act as consultants to the team.

The tentative plans for the course were based on an examination of the Insite annual reports, on suggestions submitted by the students while in their resident semester of teaching, on suggestions from Professors Buffie and McQuigg, who had worked with these students in earlier phases of the Insite program, and on the reactions of Professors Shane and Spears, who met with the team to discuss the plans for the course.

During the semester the instructional team met once a week for planning and evaluation.

Organization of the Course

The course has been appropriately described as a "three-ring circus." One ring consisted of general sessions scheduled each Monday for a double period (2:30-4:00 p.m.) for all students and the members of the instructional team.

Usually a guest from the School of Education faculty was invited to each of these sessions to discuss an area that was of concern or interest to a majority of the students. For example, Professor William Lynch, chairman of the Department of Educational Psychology, discussed motivation; Professor Harold Spears of the Department of School Administration, discussed the role of the teacher in the profession. Professor Harold Shane, former dean of the School of Education, met with the group twice to discuss his projection of the future of education. Professor David Gliessman, who met with the group early, scheduled several additional sessions to try a unit that he is developing on diagnosing individual problems of learning. Three general sessions later in the semester featured films on topics related to educational psychology and follow-up discussions. The final general session was used for the students' evaluation of the course.

Group Projects

The second phase of the course consisted of group projects. From a number of areas related to teaching performance, each student indicated his first three choices. All students were then assigned to groups working in the area of their first choice. The size of these groups varied from three to seven.

Various groups studied the diagnosis and treatment of individual learning problems, discipline in the classroom, measurement and the classroom teacher, new approaches in elementary reading, and problems in teaching the culturally different. The original list of possible topics for group study had been compiled from the concerns of students that were reported during the resident teaching semester. One faculty member and one graduate assistant were assigned to each group.

Group meetings were scheduled two days per week. A member of the instructional team met with each group at every other meeting, sometimes oftener, to offer suggestions, answer questions, and observe progress.

Each group turned in a plan which defined the group project and each member's role. Each group produced a final written report and made an oral presentation to the general session.

Independent Studies

The third phase of the course was independent study. During the first week of the course students were asked to analyze their journals and hypothesis tests from the resident teaching semester and to turn in a list of ways in which their teaching performance might improve. During the second week students turned in two or more possible areas for independent investigation.

These two assignments were used in a short conference with each student to decide on the most productive topic for independent study. Students were not allowed to pick individual study topics related to their group's project, but they could select topics in the areas of other groups' topics. The student then wrote a brief plan or contract and was assigned to the faculty team member who was best qualified to assist in the chosen area. Each student met individually with this team member at least every other week (a total of four to six individual conferences of approximately thirty minutes each). Each student turned in a written report on his independent study project.

Thus the three phases of the course, although they operated independently, were related because the basis for each phase originated with the concerns of the students, particularly those concerns that arose during the resident teaching experience. The general focus of the course was on the analysis of, and the improvement of, teaching performance.

Students' Grades

The course grade was determined by the group written and oral reports and by the independent study report. Because of the nature of the course, there was no final examination.

Student Evaluation of the Course

In general, students reacted favorably to the course. (See attached summary of student evaluations.) More than 80 per cent of the students rated the course outstanding or good. More than 80 per cent preferred this course to two regular three-hour courses. Three-fourths of the students indicated they spent more or much more time in this course than on six other hours of graduate work.

Independent study was the most popular aspect of the course. Twenty-seven of the thirty-three students rated it as very satisfactory. Twenty-four felt it was the most worthwhile aspect of the course.

The group projects also were popular, with about half of the students rating them as very satisfactory. Group work was more popular with the elementary teadhers than with the secondary teachers.

The general sessions with guest speakers were less popular. Although some students felt that individual speakers were outstanding, twelve reported that this part of the course was unsatisfactory, and twenty felt it was the least worthwhile aspect of the course. This was not surprising, since it was not possible to integrate these sessions with the parts of the course involving most of the students' effort and time. The Gliessman Unit was relatively popular. Other aspects of the course received relatively neutral ratings.

To preserve as much objectivity as possible, the evaluation was anonymous and timed so that students were aware that their evaluations could have no effect on their grades in the course.

Needs for Further Training

The students were asked to list areas in which they felt the need for further academic or professional training. Although several important areas were listed -- discipline, methods, motivation, evaluation, providing for individual differences, teaching the culturally different -- one area was mentioned more frequently than all others, reading. More than half of the elementary teachers listed the teaching of reading as a major concern. During the semester the students involved in the group project on reading had used a questionnaire on the class members. They reported that 85 per cent of the elementary teachers and 65 per cent of the secondary teachers were concerned about classroom problems related to the teaching of reading.

SUMMARY OF STUDENT EVALUATIONS

E590/S590
The Graduate Study of Teaching
Course Evaluation

1. Please rate each of the following:

	Unsatisfactory (should be eliminated)	Satisfactory	Very Satisfactory (should be increased)
a. Guest speakers	12	19	2
b. Group projects	2	15	16
c. Film discussions	10	22	1
d. the Gleissman Unit	4	16	13
e. Independent Projects	1	5	27
f. Library Sessions	10	17	6
g. Group Reports	2	18	13

2. Most worthwhile aspect of the course? (Explain if necessary)

Ind. Projects	24
Grp. Reports	12
Gliessman Unit	2

3. Least worthwhile aspect of the course? (Explain if necessary)

Guest Speakers	20
Films	6
Library Sessions	4
Gliessman Unit	2

4. Compared to other courses you have had, how would you rate this course?

6 Outstanding 22 Good 5 Mediocre 0 Poor

5. How much time have you spent on this course compared to that spent on six other hours of graduate work?

15 much more 10 more 7 some 1 less 0 much less

6. Time spent on individual and group reports outside of scheduled classes? (Approximate hours per week)

Individual Report 4.6 hrs. sec.
6.0 hrs. elem.

Group Report 4.3 hrs. sec.
6.0 hrs. elem.

7. Would you prefer two regular three-hour education courses instead of the six-hour course?

5 Yes 28 No

PUBLICATIONS AND PUBLIC RELATIONS

Reported by Arthur H. Rice

Do something worth while first, then talk about it!

This viewpoint prevailed in the early stages of the Insite program.

Unlike a number of these projects we have observed, we did not take newspaper and magazine space to tell about what we were going to do but rather we concentrated on doing it.

Now the time has come for us to tell others who maybe interested just what we have done and what we think we have learned from our experiences.

A publications and public relations program for the remaining years of Insite was outlined to the Dean of the School of Education in a letter dated January 23, 1968. It read, in part:

"It is obvious that the ultimate benefits and values of the Insite Project will become tangible through the impact and continuing influence it has upon teacher preparation in all institutions. The latter can be accomplished through the interpretation of Insite's experiences and conclusions in the form of publications and other graphic materials.

"During the remainder of the program, this publication function becomes especially important, since the program will have much to offer to the public and to the teaching profession in terms of its experiments and its findings.

"The completion of the program (Insite) will occur in June of 1969. The evaluation of the resident teaching program, and its implications as to the total effectiveness of the entire Insite Program, will be substantiated by observations that can be made during that final year.

"This would mean that the ultimate publication would be scheduled for publication as a final summary and interpretation of the entire program in terms of what it can and should mean to teacher education.

"It is commonly believed that most experimental programs in teacher education, such as the Insite Project, come and go and are soon forgotten. If true, it may be that primarily the experiment itself was not significant. But there could be, and are, other reasons. It may be that the individuals who participated in the experiment, and even those who supervise it, may not have had the wide experience and broad knowledge of the field that would enable them to relate their projects to the entire field or to factors within the field. I think, too, that a number of these projects fail to make an impact because the program itself does not provide for competent interpretation and analysis and for effective communication.

"In other words, the project itself may have had much to offer the profession, and even the public, if it had been interestingly reported, effectively analyzed and interpreted, and then graphically presented in an attractive manner.

"The unique nature of the Insite Project, with its opportunity to experiment with many assumptions and beliefs without being obligated to prove any predetermined theory, has resulted in a number of experiments and observations and, in some instances, some validated conclusions that can and should have meaning and interest for all who are interested in teacher education. This kind of service was anticipated when the proposal was made, and adequate funds were provided for preparation and distribution of several publications.

"Insite has anticipated that in its final stage, it will add much of value to others, and therefore it has instigated from the start its own methods of recording; of getting pictures and films; of obtaining opinions and recommendations from those who have been involved in various steps; and is now in a position to concentrate on this communication and publication phase of the entire program.

"Two publications already planned are intended to interpret and apply findings in the area of simulation and in the operation of our Acroclinical Semester (with emphasis upon the integration of methods and practice teaching).

"If Insite continues its program of resident teaching through the academic year of 1968-69, it will accumulate additional experiences with internship and further evaluation of the total program, all of which could culminate in a final story of Insite to be ready for publication when the project officially closes.

"Of course, not all communication is written. A great deal of the effective 'spreading of the gospel' could take place within the next year and a half through all presentation at conventions, seminars, and conferences.

"During the coming semester, we will offer for the second time the complete Acroclinical Semester for both the elementary and secondary groups. The Acroclinical Semester itself has been, in the opinion of many, probably one of the two outstanding achievements of the entire Insite program. It is demonstrated -- in the opinion of faculty, students, and employers of these students -- that there is something inherently better in the integration of methods and practice teaching as a means of developing skills and competencies in the beginning teacher.

"Next semester we will have the opportunity to further perfect our techniques, to increase our understandings, to discover the things that are basic in this preparation, and to seek a way of putting into a broader and less expensive process the values that the Acroclinical Semester is demonstrating.

"Throughout this academic year and next year, we will be involved in the phase of the Insite Program that had the greatest appeal to our Ford Foundation representative who visited our campus and studied our activities. I am referring to our internship or resident teacher experiment.

"There is so very, very much that we need to learn about the strengths and weaknesses of teachers who have been produced by the Insite program. At the same time, there is much we need to learn about the internship itself, and especially the manner in which the local districts who are cooperating with us would like to work with Indiana University in an internship program.

"Also, it is through our study of these resident teachers as products of the Insite program that we can hope to arrive at some valid estimate as to the effectiveness of the various experimental activities that constitute the innovations of the total program."

Now the question is: - Will these reports be prepared, and if so, in what form will they be published and to whom will they be distributed? Before we explore this question, let's take a look at what has been done to date in the way of informing the profession concerning the nature of the Insite project.

Publications Sent to Selected List

Our first nationwide distribution was the mailing of an illustrated brochure identified as the "Insite Reporter." This was sent to a mailing list of approximately two thousand individuals or institutions that we thought would be especially interested in this experimental program in teacher education. This list included, as might be expected, libraries in teacher training institutions, deans of schools or colleges of education, outstanding professors of education or directors of instruction, research agencies having an interest in teacher preparation, state departments of public education, and publications that have a stated interest in teacher preparation, such as official publications of teacher organizations.

Within the past few months we have mailed to the same selected group two other informational brochures, one entitled "Four Years of Insite" and the other "Insite in Action." Rather than describe these publications verbally, I suggest that the reader observe again these two brochures as they were incorporated in the first chapter of this report. The purpose of these two brochures was to acquaint the nation with the experimentation and fact finding that has been taking place here, and to advise them of further reports that are available or are expected to be made available.

Sections of Annual Report Made Available

Having in mind that there would be some special interest in certain phases of this year's annual report, we have published the report in five sections, and have made available one or more of these sections to those who have expressed a special interest. As for example, Part V which describes in much detail the Creative Arts Workshop, and Part III and IV which describe the elementary and secondary divisions of the Acroclinical Semester, and Part II which deals primarily with the resident teaching program.

Although funds originally were budgeted for the inexpensive publication of further reports, and their distribution to key people in the profession, this part of the project has been sacrificed, at least temporarily. Meantime, it is my belief that the preparation of these reports should be continued and be available, in the hope that some way will be found to carry these findings, recommendations, and conclusions to the profession in adequate but inexpensive publications. One manuscript is now ready. It is the story of how simulation materials and techniques have been developed by Insite for use in the professional preparation of teachers. We believe that this story would be of much interest and great help to individuals who see the potentialities of simulation as an instrument and way of teaching. However, the investment that has been made in the pioneering will reap only minimum results if these findings are not shared on a broad scale.

Insite Has Significant Things to Report

As stated at the beginning of this chapter, we did not seek newspaper or magazine space until we had significant things to report. One of the developments that we consider truly significant is the living evidence that individuals who have been prepared for teaching through the Insite program are obviously better prepared for the profession than the average beginning teacher.

This fact and the evidence supporting it was shared with 105,000 readers of the Nation's Schools (a monthly magazine going to administrators and school boards) in the monthly editorial page written by the executive coordinator of the Insite project. Prior to coming to the Indiana University campus and becoming the executive coordinator for Insite, Dr. Rice had been editor of this magazine for nearly seventeen years.

As might be surmised, the professional members of the staff have been in demand for programs where the audiences would be especially interested in teacher preparation and to some extent there has been time for us to accept such invitations. No special effort has been made to place these people on programs because they have much of their time required for the experiment itself. However, from this point on these individuals will have much to offer programs and conferences, because of their own rich experience in the unique and broad scope of the Insite program.

At the time of this writing, the outlook for effective and comprehensive analysis and interpretation of the findings of what we believe Insite has learned and demonstrated is rather dismal. And so, unfortunately, this chapter ends on a minor chord. The following page is a reprint of the article in the Nation's Schools.

LOOKING FORWARD / Arthur H. Rice

Indiana finds new teachers respond to new training

There are *better* ways to prepare individuals for the teaching profession — better than the conventional methods in our universities and colleges today. We now seem to have living evidence.

For nearly five years, a program of experimentation to prepare students for teaching has been in operation here at Indiana University. It is known as Insite (Instructional Systems in Teacher Education) and is financed primarily by the Ford Foundation.

Our living evidence is documented by a comprehensive evaluation now completed by 19 school districts in four Midwestern states and Hawaii, where 49 of our Insite students interned during the past semester as beginning teachers.

Of these 49 students, 35 — or 71 per cent of the entire group — were rated as "good" or "excellent" on not one but all 40 of the evaluating criteria. Of the entire group, only three were rated as generally poor or ineffective.

Interns rated 40 ways

The 40 characteristics used for evaluating these interns were defined cooperatively by Insite's professional staff and by representatives of participating districts.

Evaluation of the resident teachers has been done either by the building principal, the department head, an assistant superintendent, a companion teacher, or by two or three of these individuals working together. In each case, the district selected as evaluators the individuals it considered most competent to express judgments.

Here are some of the characteristics on which the entire group was rated:

"Develops long-range plans which include behavioral objectives for his pupils and himself."

"Has gained the confidence and respect of his pupils."

"Has related well with other members of the teaching and service staff of the school."

"Plans well for the use of audio-visual media."

"Gives directions, interprets and explains in ways which are adequate to the needs of his pupils."

"Uses a variety of evaluation technics, that is, oral quizzes, behavioral observation, discussion, problem-solving activities, short quizzes, formal examinations."

"Makes use of consultation and advice."

"Has presented himself to parents as a professional deserving of their confidence and support."

What are the reasons for the obviously better preparation of these students as demonstrated by their superior performance as beginning teachers?

Were they especially selected or screened for their enrollment in the program? No! There was no screening. These students enrolled voluntarily when they were freshmen at I.U. for an accelerated four years and three summers of preparation, ending in a master's degree. Through interviews, tests and examination of the records for each phase of the program, we are now seeking the answers to these questions:

Insite evaluates itself

▶ Are these records of better performance partly the result of the opportunities for students to participate in group discussions in classes, seminars and workshops and in informal visits and conferences with all their teachers, observers and counselors?

From the very start, we considered Insite students mature individuals. Personal acquaintances between students and teachers were encouraged through social occasions. The entire effort was permeated by the philosophy that we were working together — not only preparing the individual as a teacher, but also experimenting in this new dream of a better way for teacher education.

▶ These beginning teachers seem to have more professional poise, more personality, and a sense of better human relations. Is this because early in their preparation they participated in three different seminars in which they were made

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Dr. Rice, editorial adviser to NATION'S SCHOOLS *and professor of education at Indiana University, Bloomington, is coordinator, Instructional Systems in Teacher Education, Indiana University.*

acquainted with other disciplines and with authorities in those disciplines — both in the natural and social sciences and in the humanities?

By conversations, lectures and actual observations, they learned about the impact of these disciplines upon society and about what these disciplines can mean in their own lives.

Or is the real key to better preparation the realistic way in which the teaching of methods is interrelated with actual practice teaching, while at the same time the student acquires skills in the use of audiovisual equipment and makes use of A-V resources and technics during all practice teaching? This control of an entire semester of a student's time for contacts with children, and for counseling, demonstrations, instruction and evaluation by a team of teachers, is enhanced by realistic simulations of actual teaching situations.

How helpful was the workshop for elementary teachers in which music, art and the dance were interwoven as multiple approaches for learning?

And how much did it help to provide a special summer workshop for Insite students just before they went out on their resident-teaching assignments in the fall — a workshop that oriented them to the subject or grade, and to the building and the district and the community where they were to do their resident teaching?

We believe that an intern's actual responsibility for a classroom in a public school system, with special guidance and counsel from the district itself, is a partnership that offers the greatest promise for the improvement of teacher preparation.

Forty-four more of our students are now placed in 19 school districts in Indiana, Illinois, Missouri and Hawaii in resident-teaching positions. Next year, 80 or more of our Insite products will be similarly placed in several Midwestern states.

Meantime, a simplified and less costly plan of integrating methods and practice teaching, known here as our Actoclinical Semester, has been recommended to the I.U. School of Education. Its pattern will be offered for study by other teacher-training institutions.

There is no grand finale to this story, because the last chapter is still being written. But there is much encouragement from the interest now being expressed by numerous teacher-training agencies in the country.

Two informational brochures are just off the press, one entitled "Four Years of Insite" and the other "Insite in Action." Complimentary copies are available, as long as the supply lasts, from Insite, Suite 109, School of Education, Indiana University, Bloomington, Ind. 47401.

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SIMULATION - A STORY ALL OF ITS OWN

Simulation has many connotations. As used in this report, it refers to two types of re-enacted situations which are intended to evoke discussion and often excitement and emotion concerning professional decisions or behavior.

For some purposes, these simulated situations were created _hypothetically_ to illustrate a particular principle or policy. However, major emphasis was placed upon producing materials and developing techniques which would re-create actual happenings or situations, as observed in one or more school districts, so that the student would be studying realities rather than theories. Of course, all of these situations had to be disguised as to the actual identity of the individuals involved, but without modification of the facts.

A Pioneer Development

Insite believes that in some unique ways it has pioneered in the development of materials and techniques for the use of simulation in the preparation of a teacher. The manner in which the project evolved has been described in previous annual reports.

The extensive development of simulation materials and their utilization in the Acroclinical Semester is a story all of its own. So much so, in fact, that we are making it a separate story and preparing it as a separate report, to be completed on or about June 30.

The publication form is yet to be determined, but Insite hopes to make this story available to the entire profession. Meantime, the high points of this developmental program in simulation are described by the associate coordinators for elementary and secondary education. Their statements follow. With regard to the use of simulation in the elementary division of the Acroclinical Semester, Dr. Edward G. Buffie explained:

"Simulation is a type of readiness activity in which students develop an appreciation and understanding of the total role played by the teacher. A full week of instruction is devoted to a study and analysis of a simulated community and its schools. Focus is upon the classroom teachers and the classes which they teach. At this juncture, simulation serves to provide a common reference point for elementary majors as they begin their professional study and analysis of teaching.

Deals with events that have occurred

"As it has been developed for the elementary division, simulation refers only to events which already have occurred, not merely those which might occur at some time.

"A small Indiana community was chosen to be the subject of this simulation study, and the materials which were collected for use in this study include color slides, audio-slide sets, films, audio tapes, and various written data. The materials deal in some way with the community itself (i.e., recreational and religious facilities, industry, and so on), the schools, particular teachers, and classrooms. The events concern pupils, teachers, administrators, parents, and any other persons involved with the schools. The students study and analyze all the material available to them and, finally, they are asked to make decisions concerning the events which have occurred.

"In this way, the Insite student enjoys the rare opportunity of examining a problem, deciding what action to take, but not yet having to 'suffer the consequences' of a possible mistake. He becomes familiar with the responsibilities of a teacher before he must actually exercise them himself."

Professional Problems for Secondary Group

For students preparing to teach in the secondary grades, the situations and problems that were simulated pertain primarily to professional phases of teaching and were not related to methods of teaching a particular subject. The preparation of these materials and their use during the Aeroclinical Semester was under the direction of Dr. R. Bruce McQuigg. Dr. McQuigg summarizes the program as follows:

"In the introductory phase, hypothetical situations that could occur in any school were studied. The purpose was to motivate the class to make decisions that would confront a student teacher. This was in contrast to the Capstone or final phase of the Aeroclinical Semester, in which the re-created problems were based upon actual situations originating in a school district in Indiana. In these concluding days of the semester the student (through simulation) played the role of a beginning teacher, while at the beginning of the semester the student (through simulation) played the role of a student teacher.

"The actual circumstances or situations in the Indiana school district were re-created by means of slides and motion pictures taken both in the school and in the community, and audio-tape recordings of conversations between teachers and parents, between teachers and students, and between administration and faculty, and by means of other taped conversations or discussions.

The simulated materials presented problems or activities such as these:

1. Factors to consider in the selection of a community in which one would like to teach.
2. Studying the secondary school in the community to see if it is a desirable place for an individual to teach.
3. Identification of factors concerning the beginning teacher which the administrators in a school district consider to be important.
4. Contacts between parents and teachers on questions concerning the curriculum.
5. Ways of helping students who are not active in school.
6. Facts to be considered if one chooses to join in a teacher organization.
7. Decision making in cases of serious student misbehavior.

The Occasion. Appropriately, the theme for the sixteenth annual conference of the Southeastern Association of School Business Officials was "the shape of things to come." Consistant with this theme, the nature of things to come in teacher education was described in the keynote address of the convention by the executive coordinator of Insite. The convention took place March 29-31, 1967, in Charleston, South Carolina, and was attended by school business officials from the thirteen southeastern states of the nation. Since Dr. Rice's remarks related to both the purpose and the program of Instructional Systems in Teacher Education, it seemed pertinent to include excerpts from the address in this annual report.

IMPROVEMENTS OF TEACHER EDUCATION

Excerpts from Address by Dr. Arthur H. Rice, Executive Coordinator, Instructional Systems in Teacher Education, at Sixteenth Annual Conference of Southeastern Association of School Business Officials, March 29, 1967, at Charleston, South Carolina

It is axiomatic that the teacher makes the school, and if we are going to improve public education we must improve the preparation of the teacher.

It is my contention that we know numerous ways in which the preparation of the teacher can be greatly improved. We think we have fully demonstrated a number of these ways in the project that I direct at Indiana University, known as Instructional Systems in Teacher Education. It has been in operation now nearly four years. We are working with students and teachers in actual programs, not in laboratory situations or in theoretical demonstrations. I am not going to try to describe the program itself, but rather will offer some of my own conclusions.

So much of our teacher training is traditional and based upon assumptions that never have been tested or proved. The project that I direct is known as Insite, taken from the first letters of its long name. It is rather unique in that the Ford Foundation granted funds for experimentation without any commitment to prove anything specifically. The people who planned this, and this was long before my time at I.U., came to the Ford Foundation with about twenty assumptions and assertions that they said ought to be tried. Are they real, or are they not? Will they work, or won't they? We'd like your help so that we can actually put these assumptions and ideas into a working program, they told the Foundation.

(a) Avoids Duplication and Boredom in Teaching of Methods

One of these assumptions is that there is a great deal of duplication in the courses required and taken by teachers in preparation. Our project could not be concerned with all of them, but we did take up the question as to whether there is considerable duplication in the way we teach methods. Even more serious, we said, is the fact that students are required to take courses in methods, such as how to teach reading, or how to teach Spanish, without any actual contact with students or any experience in teaching going with it. And so, these students tell me that they are bored with the fact that they are preparing a lesson plan for teaching something in English, shall we say, and then it is just thrown away. It has no real meaning. It has no value.

All this has developed, I think, because of the tremendously large numbers that we have to put through this so-called teacher training process. We herd them into classrooms and do this kind of theoretical business away from the apprenticeship that we had many years ago.

Before I go any further, perhaps I should tell you that we have enrolled in various of our experimental activities close to 400 students. Not all of them are taking the full four-year treatment, but close to 200 will continue through four years and three summers and qualify for a master's degree. These students are moving through the program in three different groups, which started at different times. We now have our second group taking what we call the Acroclinical Semester. Don't let that name fool you. It means the peak time at which they come in contact with the child.

(b) Methods and Practice Teaching Interrelated

Incidentally, one of our other assertions is that in the traditional program teachers do not come into enough contact with the child. They do not learn adequately about child growth and development. Well, we now have in this second group about 100 students who are under our direction the entire day. They are located in our University Schools where we have children from kindergarten through the 12th grade and here they study methods, observe children, and do their practice teaching at the same time. The faculty members who teach the methods are on the premises. They not only teach methods, they demonstrate how to teach.

The Insite student in this Acroclinical Semester knows he is preparing materials and ideas to be used by him in teaching. These materials and ideas will be put in practice by him when he faces a group of pupils in the University School a few days later. He will be observed by his critic teacher and/or methods teacher, and will come back and talk to these people about why he succeeded or why he didn't. Eventually, as he gets more experience, he will be video-taped, so he can later see and hear himself actually engaged in teaching.

And then there are buzz sessions, in which the students discuss their teaching experiences, and there are conferences with various other individuals who might in some way be concerned with the efforts of the student teacher.

Now, all this makes sense to you, I'm sure. There are all kinds of research to indicate that if we want to teach people how to do things, the best way is for them to practice doing it as soon as they receive instruction in methods, and then to analyze later what they did, in terms of how they might have done better. For example, you can read books on how to swim, balance yourself on a footstool, and go through swimming motions all your life, but you'll never learn to swim. Well, that's almost the way some of our methods are taught.

(c) Prepare and Use Audio-Visual Materials

Along with the combination of methods and practice teaching goes actual experience in the use of the most recent hardware for communications; in other words, all kinds of audio-visual materials -- overhead projectors, opaque projectors, tape recorders, hotpress, slides, films, and videotape.

This acroclinical experience is conducted in two groups, one for elementary and one for secondary prospective teachers. It will be continued for two more semesters for our third and fourth groups.

The students who have taken this work during the past semester are tremendously enthusiastic. I have visited personally in half-hour conferences with just about twenty per cent of them, and they all think it is so much better than anything else that ever happened. They liked the "togetherness" of it, the practicalness of it, and what we might call "feedback."

We have further evidence of the success of our program in the enthusiastic reports from the districts. Coming to our office now for the past four or five weeks have been representatives of school districts whom we are cooperating, and who are interviewing these students for the next phase in our experiment, or what we call "resident teaching."

(d) Receive Salary and Graduate Credit for Internship

I didn't tell you that in this experiment we have fifty cooperating school districts in seven states of the midwest and also from the Kamehameha Schools in Hawaii. Our products will be placed in several of these school districts next year in a semester of experience that we call "resident teaching." It's a form of internship that is somewhat unique, because these students will be getting full pay as beginning teachers in these districts, and at the same time they will be I.U. students under our control, getting graduate credit.

Consequently, we will work with liaisons or occasionally resident counselors in these districts. They will be coming to our campus for conferences, so we can plan jointly what more we can do to help the beginning teacher.

This is a package deal. The students going out for resident teaching next year must come to the campus this summer and take orientation courses, in which we prepare them specifically for the kinds of jobs they are going to take next year. We are working with committees and other representatives of these districts in planning this orientation. Our students will see courses of study, administration policies, and curriculum guides from the districts in which they are going to teach. Some of the very best people from these districts will come in to talk to them about curriculum innovation, the use of resources, the use of the library, community relations, the relation of the principal to the teacher, the general purposes of school administration, and many other things that ordinarily the undergraduate student does not get in his teacher training courses.

(e) Return to Campus for "Follow-Up"

During the time that they will be teaching in these districts, they also will be required to keep a log or a record of problems they've encountered and of other experiences which they will want to study in greater detail when they come back to the campus. In other words, there is a follow-up. They come back for more graduate work with us, in which their experiences in resident teaching are to be studied. We call all this the "package deal."

We think that internship in some form or other is absolutely essential in the development of a teacher. Yet there is very little of it in successful practice today. A few universities, like Michigan State University at East Lansing or Central Michigan at Mount Pleasant, have incorporated internships in their teaching training program with considerable success.

(f) Learns Realities of Teaching

Why do I say internships are necessary? Because everything that a student learns in the traditional teacher training program is structured. Problems are outlined, then considered at a certain time and a certain place and theoretically solved. But in actual teaching this doesn't happen. You don't know when the child is going to fall down and hurt himself, or whether a child is going to go into a fantasy, or whether you're going to run into all kinds of problems with parents that you can't anticipate. And so in an internship the student learns to deal with the realities of teaching as they happen.

I've just described only two of the things that we are demonstrating in Insite; namely, that closing the gap between methods and practice teaching is essential, and that internships are absolutely crucial and essential in the undergraduate preparation of a teacher. Neither of these is accomplished to any noticeable degree in the traditional teacher preparation program.

There are a number of other things that we are doing, and I will only mention them.

We feel that the teacher needs to know more about child growth and development, so that when a child reacts in a peculiar or different way, the teacher does not simply repeat what her critic teacher said and say, "Well, the child didn't get enough sleep last night," but rather she will understand child behavior and be able to diagnose that behavior in the same way that a physician may diagnose an illness. And so we have instituted in our undergraduate preparation a great deal of emphasis upon studying child growth and development, and for this purpose we have produced films and more films and instructional materials and have underwritten quite a bit of help for our educational "psych" people.

There is one other idea that was presented to the Ford Foundation which we have put into practice; namely, that the teacher of today is more than simply an instructor in the Three R's. She is a person in the community whose image reflects upon education generally, and who needs to be an educated and cultured person beyond mere teaching per se.

And so we have introduced what we call seminars, in which our students become acquainted with our leading scientists on the campus, both in natural sciences and social sciences. In these seminars, they learn the definition and the meaning of other disciplines and the impact of these disciplines upon themselves and upon society. Besides natural sciences and social sciences, there is a seminar on the humanities. In this we make use of the resources on our campus to acquaint these students with the ballet, with music, with the theater, and with art and architecture. In other words, these students see a ballet and have it explained to them; they go to some [redacted] rehearsals and the directors will demonstrate techniques of acting. And then we bring in novelists, architects, journalists, and other successful people in many walks of life to visit with the students. This has a tremendously broadening effect, as we can actually observe upon these individuals.

(g) Students Treated as Individuals

Another emphasis in our entire approach is that these students must be treated as individuals. We set up, from the very start, opportunities for them to meet as discussion groups, to talk to their instructors, to talk to each other, so that they no longer vegetate in the classroom while listening to someone expound. And as a result, they have developed real personalities. Superintendents who have been on the campus interviewing our people remark again and again that these students are professional in their attitudes, in their understandings, and in their ability to converse. We keep saying that if they can *teach* as well as they can *talk* the profession, it will be marvelous. And we think they will!

(h) But Will Traditional Methods Change?

But with all this evidence that a much better job can be done in teacher training, I am very pessimistic about these things carrying over into the on-going program of most institutions, and I would like to tell you why.

Perhaps you noticed in the newspapers the other day an announcement from the head of a foundation that it is putting no more money into "challenge" grants for universities. Now, in a sense, Insite is a "challenge" grant. Apparently, that foundation is disappointed with the results of projects like Insite.

I cannot quote anyone, but this is actually what I have been told. First of all, these grants were sought so eagerly by universities -- it was a game to see who could get the most. Everything was promised, but when the grant became a reality and the project moved in, the picture changed completely. I'm talking now about developmental and experimental programs such as ours, and not about some kind of research where you try to discover a cure for a disease.

In our case the attitude among much of the faculty was simply: "Why is grant money coming in here, and why is Rice coming down to experiment with how we can improve teacher education? This, in itself, implies that things are wrong and could be better."

I should tell you that I had nothing to do with the planning of the grant proposal. The university appointed me executive director about eight months after the project was officially and technically under way, and I came into an atmosphere of distrust. You see, this was a threat to their security, and Insite was a competitor, almost an enemy to various vested interests. And so, we had to look for some people who honestly wanted to improve things, and we began by obtaining their confidence. But the fact remains fundamentally that the minute a developmental or experimental program like this starts operating on a campus, it is competing for space, for equipment, and, in a sense, for personnel, with the established routine of the university.

(i) Experimentation Upsets the Routine

And so from the very start, and continuously ever since, we have had to fight for permission to do things differently, because it upsets the routine.

And this is one of the things that annoys foundation representatives, because a research project presumably should have the opportunity to get the best people, to have equipment and space, and to receive the cooperatio and the enthusiasm of a university, rather than to fight the system. We spend money in different ways than the usual, and we have to carry on a running battle with some of the auditors to let them see why a different kind of expenditure is essential in a project of this kind. For example, in what we call "simulation" (in which we recreate actual teaching situations from other districts so that our students can be involved in problem-solving) we were gathering resources in one community where we were xeroxing all kinds of records used in the school system -- tests and papers and speeches and directives -- which we use as resources in re-creating various problem-solving situations. And so we had a machine brought into this community and hired people to operate it, and in the long run we paid for three thousand four hundred and fifty-six pieces of copying. For nine months I explained and explained again why we were doing this, because this was unheard of before. We also took pictures and made tape recordings of things that had happened in that school district so we could transplant them, disguised of course, into our Acroclinical Semester for our students to re-live these problems and then try to solve them.

Grant representatives also have said, "We are discouraged because it takes these grants too long to get started. There is fighting within the university or the school as to who's going to run the show, and then who's going to hire the people, and who's going to get the money.

Then, after a program gets underway, after a great deal of delay, there's this competition and the lack of honest, helpful support for the very purposes of experimentation for which the grant is given. The handicaps of all the traditional procedures of the university are tied to the experiment itself. And so, if it does get off the ground, it is only about halfway through its program when the funds run out.

I'm sorry to say that several of these situations prevail for Insite. And this is not because my associates are not wonderful people to work with, but because they themselves are victims of the system.

The frustration of this situation, plus the tremendous stimulation and enthusiasm that comes from knowing that teacher education could be so much better, has led me to write an almost desperate editorial. I have just completed it, and I would like your reactions to it, because it is the final plea that I would like to leave with you tonight. It reads:

"If school administrators and school board members want a better product from institutions that prepare teachers, they need to pay more attention to what is happening today within those training institutions.

Education is the Stepchild

"Schools or departments of education frequently are the step-child on a university campus dominated by the liberal arts. If you don't believe it, look at how poorly the education department is equipped and how inadequately housed. Observe how meager is the budget compared with funds available for some of the other disciplines. Note particularly how it lacks the staff and space for the clinical approach to teacher training and for the development of internships and workshops. In many instances it lacks facilities for students (as future teachers) to get acquainted with TV or other audio-visual media, or to obtain experience in group dynamics, or to learn new ways for the grouping of children and the practical operation of team teaching. And how it shies away from any discussion of professional ethics or professional negotiations that would offend the teachers association or the teachers union!

"Addressing the opening program of the national conference of the Association of Higher Education in Chicago, March 5, Douglass Cater, special assistant to President Johnson in the area of education, suggested by implication that it is time the universities started developing a brain as well as a body. His exact words were: If the university should develop a brain as well as a body, the exercise of this critical faculty must inevitably impinge on its traditions. My own impression is that too many of the rituals and routines of the university are not subject to the same critical examination which the academicians devote to others. There is little evidence that modern concepts or modern technology utilized by other large scale organizations have been applied to the university's use of its own resources. And when Cater referred to arrangements between departments in the university as "feudalism," the audience laughed knowlingly.

"A big university today is an undulating body of segments, held together by an entangling network of traditions, taboos, committees, vested interests, and state-imposed restrictions. These systems are poorly coordinated and frequently in conflict with each other. When any segment, such as the school of education, seeks to lift itself by its own bootstraps it is weighed down by this entanglement.

"This is not a criticism of my university associates. They are fine people (with a few exceptions!). They didn't create this monster. I have a hunch that they, too, are not happy about the illogical and frustrating ways in which they must operate. This discussion merely faces the fact that the very nature of a big university does not induce change, at least not as rapidly as change is needed in teacher education.

Ask Questions, Demand Answers

And so I say: School Boards, teachers associations and the PTA will have to get excited -- and even become militant -- about the inadequacies of teacher education IF they want new teachers who are sufficiently competent to provide the instructional leadership the current generation needs. These groups need to ask out loud, and give publicity to the answers they find to such questions as:

1. Does teacher education really study the child, so that the student comes to know the child as an individual and also as a member of a socio-economic group?

2. Will these teachers in preparation actually visit schools to see what they are like today and to notice the variety of problems and programs?

3. Are teacher training institutions doing anything with simulation?

4. Does the preparation of the prospective teacher include internships in public or private school systems?

5. Does the university's budget provide for improving the quality of teacher education, or does most of the money go for a bigger campus to compete with universities in the battle for size and public recognition? Hiring more instructors to serve the ever-increasing enrollment accounts for much of the budget bulge, of course, but it is unthinkable to suggest that a better balance of the workload for the faculty might take care of the increased enrollment, and a competent survey of space utilization might reveal ways to accommodate more students?

The Lag Will Continue, Unless ----!

"If public and professional groups, sincerely interested in the improvement of public education, would spend a little less time fighting each other and unite in a determination that for the sake of better schools they are going to demand better preparation of teachers -- oh! well, why finish the sentence? You know it won't happen. Reluctantly, I predict that the lag between what our teachers are today and what they could be, will grow wider and wider until either the public or the teaching profession rebels."

Instructional Systems in Teacher Education (INSITE)
Report of Expenditures through 6-30-67

Funds Received to 6-30-67			$519,867.59
Expenditures Previously Reported		$301,227.59	
Expenditures July 1, 1966 to June 30, 1967:			
I. Staff	$153,087.56		
II. Consultants & Honorariums	3,105.05		
III. Travel	5,956.75		
IV. Office Supplies	6,997.21		
V. Production of Media	2,087.89		
VI. Publications & Brochures	1,212.11		
VII. Conferences	1,598.13		
Total Expenditures 1966-67		174,044.70	
Total Expenditures through June 30, 1967			475,272.29
Cash Balance June 30, 1967			$ 44,595.30

Total Amount of the Grant	$747,200.00
Total Expenditures to 6-30-67	475,272.29
Grant Balance Remaining	$271,927.71

Budget for Insite Project
July 1, 1967 to September 30, 1968
Grant Number 63-432

1.	Staff	$224,584.85
II.	Consultants	6,644.95
III.	Travel	9,443.25
IV.	Office Supplies, Telephone, Computer Costs, Miscellaneous Expenses	17,252.79
V.	Production Media	2,500.11
VI.	Publications & Brochures	8,000.89
VII.	Conferences - Public School	3,500.87
		$271,927.71